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ABSTRACT

This document presents the proceedings of a third national conference on the retention of black college students. The conference was comprised of 4 general sessions, 6 special sessions, 31 concurrent sessions, and several special activities. A total of 130 presenters presented abstracts of selected papers. The following key topics were explored in roundtables: (1) outreach/precollegiate programs; (2) public policy; (3) academic skills; (4) administrative support; (5) articulation/secondary-junior college; (6) instructional techniques; (7) counseling/academic advisement; (8) black students on white campuses; (9) tutorials/support systems; (10) coping mechanisms; (11) motivation/performance standards; (12) testing/assessment; (13) freshman year/orientation programs; (14) teacher effectiveness; (15) the black college experience; (16) reclaiming dropouts; (17) mentoring/role models; and (18) 13 college curriculum programs. Special sessions included presentations of the Strategic Learning Systems Method and the Thirteen-College Curriculum Program, and two sessions featured student speakers. Transcriptions of the main speeches, conference schedules, and brief abstracts of the 130 papers are included. Summaries of conference attendance and evaluation data and rosters of the conference staff, program participants, and registrants are appended. (FMW)

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NATIONAL CONFERENCE

1987 PROCEEDINGS

"BLACK STUDENT RETENTION IN HIGHER EDUCATION"

Hyatt Regency Tampa
Tampa City Center
November 1-4, 1987

Hosted By:
Florida Agricultural and Mechanical University
Dr. Clinita A. Ford, Retention Conference Director

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CONFERENCE OVERVIEW

The **"Third National Conference on Black Student Retention in Higher Education"** welcomed the attendees to Tampa by the Bay. According to John Naisbitt, author of the best seller Megatrends, "Tampa is one of the top ten cities of opportunity in the United States."

Retention is everybody's business! To attend to this business attendees came to this Conference from all corners of the United States. They used the plane, automobile, bus and train to get to Tampa. For three days they submerged themselves, into a retention tank of knowledge and expertise. They brought their experiences to add to the flow of knowledge. Their specific interests were very diverse, but their general interest was the same, increased retention of Black students in the nation's colleges and universities. The conference activities were structured to address diversities and commonalities among the attendees.

The Retention TableTopics were the initial gathering point for the participants. Eighteen tables were available, each addressing a specific perspective of retention. The topics were explored as to their relationship and impact on Black student retention.

The highly respected principal speakers addressed the full Conference during general sessions. A panel of distinguished executives shared one of the general sessions to discuss retention-related programs and efforts sponsored by their respective agencies. Time was provided for audience participation at this session.

The 31 concurrent sessions were developed from the responses to a "Call for Papers". These sessions provided an opportunity for participants to share ideas on issues related to the conference theme, to share results of research, to describe model projects, to present analyses of critical problems and to provide information gathered from other scholarly endeavors. The 130 presentations were chosen from over 200 papers.

Provisions for special interests included two sessions for students, two sessions for Strategic Learning Systems, with autograph sessions, and one session each for 1987 conference authors and the 13-College Curriculum Program. Other activities included book sales, floor exhibits that included vendors, an information exchange and two luncheons. Both the 13-College Curriculum and the State University System EEO/Retention Coordinators Council planned activities which were part of the Conference agenda. All general and concurrent sessions were taped by Recorded Resources Corporation. The cassette tapes for each session were on sale during the Conference. The Longhorn Radio Network also taped conference highlights and interviews for nationwide broadcast on "In Black America".

The 1987 Conference included a total of four general sessions, six special sessions, thirty-one concurrent sessions and several special activities. A post-Conference all-day cruise was held on the fourth day and completed the Conference in a special way.

CONFERENCE GOALS

The National Conference on Black Student Retention in Higher Education brings together administrators, faculty, students, researchers and others who have a common interest in the education of Black college youth. Within this setting of collective attention, thought and expertise, the Conference seeks to accomplish nine goals.

1. Provide a national forum for the exchange of ideas and information.

2. Provide opportunities to explore issues that influence the retention of Black students in higher education.

3. Identify new initiatives and practices

4. Identify retention models which are adaptable to respective institutions.

5. Expand the body of knowledge on diverse aspects of Black student retention.

6. Gain new insights into educational perspectives which relate to the problem.

7. Provide for the collection of student retention materials.

8. Contribute to higher education literature.

9. Provide for the presence of those who, by position and experience, can broaden our knowledge and increase our understanding of problems associated with the retention of Black college youth.

RETENTION TABLETOPICS
Sunday, November 1, 1987
7:00PM - 9:00PM
Regency Ballroom

TABLE	
1	OUTREACH/PRECOLLEGIATE PROGRAMS LEADER: Helen Brantley CO-LEADER: Louise Tomlinson
2	PUBLIC POLICY LEADER: Mary Chambers CO-LEADER: Earl Anderson
3	ACADEMIC SKILLS LEADER: Dorothy Echols CO-LEADER: Gwendolyn King
4	ADMINISTRATIVE SUPPORT LEADER: Andrea Rice
5	ARTICULATION/SECONDARY-JUNIOR COLLEGE LEADER: Ernest Pickens CO-LEADER: Paul Shelton
6	INSTRUCTIONAL TECHNIQUES LEADER: Gary Sailes CO-LEADER: Louise Burroughs
7	COUNSELING/ACADEMIC ADVISEMENT LEADER: Eva Wanton CO-LEADER: Barbara Haynes
8	BLACK STUDENTS ON WHITE CAMPUSES LEADER: Caroline Lattimore CO-LEADER: Evelyn Kelly
9	TUTORIALS/SUPPORT SYSTEMS LEADER: Melvin Aaron CO-LEADER: Graciela Curervo
10	COPING MECHANISMS LEADER: James Anderson CO-LEADER: Imani Fryar

TABLES CONT'D

11 MOTIVATION/PERFORMANCE STANDARDS
LEADER: Adelbert Jones
CO-LEADER: Ron Davis

12 TESTING/ASSESSMENT
LEADER: Rose Yates
CO-LEADER: Rosalie Hill

13 FRESHMAN YEAR/ORIENTATION PROGRAMS
LEADER: David Voss
CO-LEADER: Ruth May

14 TEACHER EFFECTIVENESS
LEADER: Cynthia Riggs
CO-LEADER: James Pope

15 BLACK COLLEGE EXPERIENCE
LEADER: Lt. Col James Parham
CO-LEADER: Vanessa Shannon

16 RECLAIMING DROPOUTS
LEADER: William Thompson
CO-LEADER: Donald Small

17 MENTORING/ROLE MODELS
LEADER: Marietta Scott
CO-LEADER: Peter Wachs

18 13 COLLEGE CURRICULUM PROGRAMS
LEADER: Melvin Smith

GENERAL SESSION I

Monday-November 2, 1987 **9:00AM-11:30AM**

Regency Ballroom

Presiding - Dr. Clinita A. Ford
Conference Coordinator

MUSIC

CALL TO ORDER

INVOCATION ..... Rev. Tyrone Crider
Director of Admissions
Central State University

MUSIC ..... Dr. Cheryl A. Mobley
"The Lord's Prayer"

CONFERENCE OVERVIEW ..... Dr. Clinita A. Ford

MUSIC ..... Michelle Major
"I Believe"

WELCOME ..... Dr. Eva Wanton, Dean
School of General Studies
The Florida A&M University

INTORDUCTION OF SPEAKER..... Mrs. Lillie Shelton, Director
Equal Opportunity Programs
Florida Board of Regents

SPEAKER ..... Chancellor T. Edward Hollander
State of New Jersey
Department of Higher Education

TOPIC: "Implementing a State's Commitment to Black Student Retention"

MUSIC ..... Mr. Maurice J. Jackson

REMARKS ..... Dr. Eva Wanton

ANNOUNCEMENTS ..... Dr. Clinita A. Ford

LUNCH
11:30a.m. - 1:00p.m.

SPECIAL SESSIONS

Monday November 2, 1987
4:00PM - 6:00PM
8:00PM -10:00PM

Regency II
Strategic Learning Systems Method
"The Impact of Racism/Sexism/Elitism on
Black Student Retention" and autograph session

A. Lee Johnson, President
Strategic Learning Systems

Regency V
Student Session

Eugene Herring, President
Student Government Association
Florida A and M University
Dennis Watson, President
Executive Director
National Black Youth Leadership Council
"Leadership, Success and Survival
into the 1990's"

Regency VII
Thirteen College Curriculum Program (TCCP)

Melvin O. Smith, Dean
School of General and Continuing Education
Norfolk State University

Regency VI (8:00p.m. only)
Conference Abstract Publications
1987 Conference Authors

Clinita A. Ford, Director
National Conferences on Black Student Retention
Marvel Lang, Director
Center for Urban Affairs
Michigan State University

GENERAL SESSION II

Tuesday-November 3, 1987 **12:45PM-2:45PM**

Regency Ballroom

Presiding - Dr. Frederick S. Humphries
President
Florida A&M University

CALL TO ORDER

INTRODUCTIONS

MESSAGE OF INSPIRATION ..... Rev. Tyrone Crider

Luncheon

PRESENTATION TO PRESIDENT HUMPHRIES ..... **City of Tampa**

PRESENTATION OF SPEAKER ..... Mr. Melvin Aaron
Special Assistant/Policy
Analysis/Academic Affairs
University of California - Irvine

SPEAKER ..... Honorable Willie L. Brown, Jr.
Speaker of California Assembly

TOPIC: "The Role and Impact of State Government on Black Student Retention"

REMARKS..... Dr. Frederick S. Humphries

ANNOUNCEMENTS ..... Dr. Clinita A. Ford

GENERAL SESSION III

Wednesday-November 4, 1987 **8:30AM-10:30AM**

Regency Ballroom

Presiding - Dr. Eva C. Wanton, Dean
School of General Studies
Florida A&M University

CALL TO ORDER

OPENING REMARKS

INTRODUCTIONS

Panel Discussion

"National Initiatives to Enhance Opportunities for Blacks in Higher Education"

Panel Moderator
Dr. William E. Cox, President
Cox, Matthews Associate, Inc.
and Publisher
Black Issues in Higher Education
Fairfax, Virginia

Panelists

Mr. Anthony Fairbanks, President
Council on Career Development for
Minorities, Inc.
Dallas, Texas

Dr. Isaac Sanders, Executive Director
National Action Council for Minorities
in Engineering, Inc.
New York, New York

Dr. William Thompson, Program Officer
U. S. Department of Education
Fund for Improvement of Postsecondary Education
Washington, DC

Dr. Israel Tribble, Executive Director
McKnight Foundation and The Florida
Endownment Fund for Higher Education
in Florida
Tampa, Florida

Dr. David Wilson, Director
Minority Programs
Woodrow Wilson National Fellowship Foundation
Princeton, New Jersey

QUESTIONS AND ANSWERS

PANEL SUMMARY ..... Dr. William E. Cox

CLOSING REMARKS ..... Dr. Eva C. Wanton

ANNOUNCEMENTS ..... Dr. Clinita A. Ford

GENERAL SESSION IV
Luncheon/Banquet

Closing Session

Wednesday-November 4, 1987 **12:45PM-3:00PM**

Regency Ballroom

Presiding - Dr. Delores Stamps, Director
Academic Skills Center
Jackson State University

CALL TO ORDER

MESSAGE OF INSPIRATION ..... Mr. George Stokes
Program Officer
Institute of International Educ.

Luncheon

INTRODUCTION OF SPEAKER ..... Dr. Cordell Wynn
President/Stillman College

SPEAKER ..... Dr. Vera King Farris, President
Richard Stockton State College

TOPIC: "The Triumph of the Human Spirit"

REMARKS AND CONFERENCE SUMMARY .. Dr. James Anderson
Professor of Psychology
Indiana University of PA

ACKNOWLEDGMENTS/ANNOUNCEMENTS ... Dr. Clinita A. Ford

CONFERENCE CLOSING ..... Dr. Frederick S. Humphries

Willie Brown, Jr.

"The Role and Impact of State Government on Black Student Retention"

I wanted to come and visit with you today for two reasons. One, I owed this visit to the Adderley Brothers - the late Cannonball and to Nat - who were both alumni of Florida A&M. At the time when I was just starting out in the early 1960's and couldn't draw anybody to hear me speak, they showed up. They turned out to be my fraternity brothers and agreed to get on the back of a flatbed truck and play a set in the heart of the projects, with Carmen McCrae singing. Everytime my name appeared anywhere after that, folk thought I had some celebrities with me. So when the invitation was extended to me and the letterhead said Florida A&M I didn't really have a choice.... I suspect equally important was the fact that people wanted to talk about the retention of Black students in the field of higher education and I was kind of flabbergasted and amazed that there was such a national dialogue going on. I knew that there needed to be a national dialogue, as well as a state dialogue, on the issue. But, I did not know, frankly, that you were what you are and what you're about. I am delighted to see so many of you. I am delighted to hear all the titles.... and I am pleased that I found time to come down and chat with you. I hope this will be the first time that we see each other. I hope that in one manner or another you can replicate the activities that you're enjoyed in, for the few days you're here in Tampa, in almost every state.

When I came along you had to go to college - even if it meant going straight to the post office on graduation.... That has altered itself in the last twenty-five to thirty years....

There has been a change in this country. The process of trying to bring equality of opportunity in the field of education for all Americans particularly Black Americans, has been appropriately recorded on the statute books. In the challenges to the system, the courts have appropriately sustained the statutes. But, there has not been a translations into a distribution of resources and a distribution of emphasis that allows for Blacks and other racial minorities to truly receive a true equal, quality education. Your coming together obviously is designed to, in one manner or another, fill a portion in that gap. Further, my presence is for that same purpose.

Let me reference back to an era that each of us might identify as a changing time period. In the middle 1950's Martin King, Rosa Parks and others.... were trying to say to America separate, but equal is not acceptable. The Supreme Court made its decision in Brown v. Board of Education on that issue, and we began to think in terms of trying to implement that decision. The freedom rides, the student protests, and militancy became the order of the day.... and we struggled mightily to have techniques

of integrative public education, whether by busing or charging the nature of school boundaries. All of these things prompted a real interest and a real involvement by us in the delivery system.... There was not a Black soul who didn't belong, or wasn't associated with, the NAACP, CORE or SNICK. There was not one of us who didn't have a relative or a friend, a daughter or a son, who was trying to assault the system of higher education in this nation.... Each of us was, in one fashion or another, availing ourselves of that window of opportunity to step up that ladder and grab the rung that promised the key to full participation for Black folk in this democracy.

.... We began to get dramatic, emotional, satisfying triumphs. We began to put in place things like affirmative action, EOP, work study, and other support systems.... We had senators, presidents, congresspersons, governors, and everybody testifying at every single level, consistent with what this country had been about ... education being the kind of issue that everybody should be involved in. The successes came in showers. First, there was the March on Washington, then the Voting Rights Act, then the Civil Rights Act.... We removed all of the identifiable symbolic social barriers, psychological barriers, and statutory barriers ...

.... We were really beginning to get comfortable. We got so comfortable that by the time the Reagan Administration cam along we had in fact ... separated ourselves so much in the system that we had forgotten who we were, where we were, who we should be and what we ought to be doing. The Reagan Administration stepped into this void. It stepped into this void with gusto! It stepped in and began to announce, and we didn't listen, that there would no longer be the concept of assistance to Black colleges in the dollar volumes that the federal government had previously given. There would no longer be a great emphasis and a great interest in trying to integrate the nonintegrated facilities in this nation....

The Reagan Administration began to put studies into place that showed that people were not achieving. The basis for this nonachievement had nothing to do with race or the government not providing all the tools ... but with low levels of expectation and a lack of inspiration.... Other studies were designed to put in place the concept that government ought not to be involved in public education and particularly public higher education.... In that vacancy there appeared a new void. The states began to talk about what they would do and could do. The federal government applauded this ... and you and I know that most of the states did nothing. My own state of California is a classic example. It would surprise you to know how few Black students attend the University of California - only 4,000 Black students, out of a total student body of 80,000-90,000 undergraduate and graduate students. In my State University System, which includes 19 campuses, there are only 17,000 Black students out of a total student body of 360,000.

This situation exists in the great state of California. It's alarming and it was shocking to all of us. You wouldn't think, with 800 high schools in California, only an average of five Black kids come out of each one of those high schools that end up at the University of California. I dare say there's not one class of students that graduated in the south, in those separate but equal facilities where they had more than twenty students, where at least five students didn't go on to some college or university. This is just an alarming statistic to have in California, but I tell you that this situation did not happen by accident. It happened by design. The reduction in the number of students over the last twenty years came as a result of a design.

Support services were just not there. The emphasis was just not there. We, as a community, were inattentive and ineffective in terms of trying to protect the gains that we'd made ... extending the opportunity for young Blacks to go into higher education, if they chose to do so.

Some time ago ... I began, along with my staff, to look at this situation that exists. We asked ourselves what we could do to help retain Black students in colleges and universities. With regularity my office was being assaulted by young Blacks who were in school and were about to find themselves out of school, because in one fashion or another they were being dealt a bad hand.... We took a look at the University of California, and of the Black students who entered only 17% completed a degree program within a five-year period of time. Sixty per cent of all white students graduated within five years of the time they entered. The most shocking statistic was that about 85% of all the Asian students graduated, not in five years, but in four years ... there's something wrong.... If we allow this to continue it will be just a short period of time when we will be totally devoid of ant of the potential for leadership that we currently enjoy and we provide. We must, in some fashion, begin to change this.

.... We began to change this by visiting the universities, and every time a student was about to be thrown out we became the advocates for keeping him in. I recall one year in which we literally assaulted the law school and had them to abolish the entire examination process and the grades for that particular semester. So many minorities were being adversely dealt with, we knew that it had ... very little to do with the ability of the various students. And I tell you that there are some lawyers out there that probably wouldn't be lawyers, had we not forced abandonment of the whole grading process for one full year.... This, alone, was not satisfactory for me. Simply keeping one Black student in an institution ... doesn't make one institutional change in the delivery system in this nation.

.... We don't begin making changes in the delivery system at the graduate school level. It does not start even at the undergraduate school level. It starts much sooner ... at the level of K-12. So as you go about your deliberations and your debates, keep in mind that we need to come forth with a program. Educators are marvelous people. They can spend more money than you would believe. What I propose to do is to bribe them. I would propose to say to them that any high school that sends twice the number of racial minority students to the University of California, from the previous year, gets a bonus of some sort to do with as they please in terms of the educational delivery system. Just think what that would mean. If every high school complies with that, we would go from an average of five students annually to ten students. And then you would go from ten to twenty. Then all of a sudden we'll begin to get the numbers that are most appropriate, and this would be an institutional change. It's amazing how easy that process feeds upon itself, repeating itself. All of a sudden the schools would begin to think in terms of reaching out and extending the opportunity to racial minorities to compete and to participate. There no longer would be the emphasis on Blacks not being able to do math, writing, reading, and science, but only able to do vocational education or physical education.... As long as we continue to compensate these schools for just people attending, that is all that will happen.... But if we put a bounty out there on the quality of the product, on a special category student and an increased amount of support to that institution on a free-for-all basis, I guarantee you that educational institutions will go after those dollars.... the teachers' union will see that they go after those dollars with enthusiasm and with affect.

I would propose that in every state around this country you assess how racial minority students are entering the state university in that state. And if you find the figures as alarming as they are in California, then you go back to K-12 and you start talking about the process rewarding folk for producing lots of students beyond that which they are currently producing. You understand that I suspect that will lead directly into the next area that I think results ... and that is the question of curriculum.

What happens within the framework of the curriculum. How is it that when you assess, in the senior year ... you find 85% - 90% of white students taking college-prep courses. Racial minority students in that same class are probably have less than 40% taking college-prep courses. There's something wrong with the curriculum and the support services. From a state's standpoint, we can do something about it and you can do something about it if we are, in fact the policymakers. We can begin to look at that curriculum, and begin to say that these are the things that ought to be required. We can begin to say, as we did in California and as we've done in Texas, you cannot play football, basketball, baseball or run track unless you get a "C"

average. And the "C" average must not be in those courses that are "gimme's" but in courses that are, in fact, substantive....

In my private law practice I represent some of the professional athletes in this nation. I must tell you that some of the great tragedies for me have been watching those individuals who had full college scholarships hired only to do one thing - perform the athletic feats. No one was ever interested in whether or not they obtained a measure of culture that would allow them to survive in the system beyond the days when their physical abilities would become dull, or some newcomer would take their spot.... This kind of situation doesn't start when athletes get to college, it starts long before these students get to college. It started because the curriculum was designed in such a fashion to allow them to move through the system and demonstrate their ability to jump, shoot, catch, run and throw without any process that is cultivating, motivating and inspiring their thinking capacity. If they can figure out how to execute those plays, and how to do all the things they do on the athletic field, I guarantee you they can do so in the science lab ... if somebody had spent the same amount of time and emphasis in the science lab with them.

.... You are not going to be able to retain those individuals once they are already beyond the point where they can be disciplined into learning, and once they have figured out that the system is going to eulogize them ... and praise them for their athletic prowess....

Curriculum reform is a state statute problem, it is a state government problem. Curriculum reform is not a federal government problem or a postsecondary problem. This is a pre-high school problem and high school problem. It later becomes a postsecondary problem if you let it go and you don't do anything about it. As you confer about this you really need to turn your attention to K-12 where you can have an affect.... Ultimately there ought to be a measuring stick that gives each one of us an opportunity to participate and know that we can effectively participate....

I would say to you that one of the things you ought to consider, as a very practical matter, as you go about trying to organize groups of individuals ... is to in fact put together a political arm.... You see, most of us in the halls of the legislature are totally and completely unaware of the kinds of things I've described to you - Black as well as non-Black members of the legislature.... Over the last two years suddenly everybody is talking positively about education again. Politicians are talking about running in school appropriations. The teacher movements in this country, in the interest of its own economics, has generated that kind of activity. They've banned together ... and are the leading contributors to most good quality political campaigns. I am praying that they'll have the good judgment and good sense to be on Jesse Jackson's bandwagon in 1988, because I

public education, so all of a sudden politicians are now in that mode.... Education is moving back to the mainstream and as it moves ... you would be well-advised ... to take advantage of where the public policy is, in fact, made.

To the extent that we succeed ... we may reverse the last twelve to fifteen years of Blacks ... not being cared for, not being protected, not being encouraged, and not being given the assistance that they sorely need.

(A Transcription)

Vera King Farris

"The Triumph of the Human Spirit"

I want to particularly thank you Dr. Ford for giving me a role model. I always think that the most wonderful thing anybody can do is to make people feel special and you made everyone here feel special, especially me. I also want to thank Dr. Wynn for that outstanding introduction, and Dr. Stamps for escorting me here. Thank all of you for inviting me. It's always a privilege to have an opportunity to be in the company of people who work as hard as you work and who are committed to what they're doing, in the manner that you are.

....I bring you greetings from Stockton State College, where I am the third president that Stockton has had.... The growth of the college was stunning because nobody else wanted it to grow.... but we decided that we wanted it to grow. At the same time that we grew, we went from 850 combined SAT to this year's class of 975 combined SAT.

When I first arrived at Stockton there were hardly any minority students....We more than doubled the minority population, from a little under 5% in 1983 to 12% at the college, by bringing in a freshman class that had 20% minorities every year. The marvelous thing was that more than one-half of the minority students that we brought in were regularly admitted. We were determined that no student on the campus would be stigmatized. The only way we knew how to do this was to bring in as many regularly admitted students as non-regularly admitted students. This way, nobody on the campus knew who in their class was a genius and who had the potential to become a genius. Today, I'm here to tell you that the top 7-10 of each of the top 50 of the students were minority.

The faculty went from 3% minority to 18% minority, and from 16% to 33% female; and the national average is 25%. We've built four buildings since I've been at Stockton, and we just started on the fifth. Last year I raised a little over 9 million dollars over budget. I was thinking of how pathetic our budget is.... We had a budget of 17 million and I raised 9 million over budget to support the building program and to produce merit scholarships....

It's been a fast five years. It's been a wonderful five years, done entirely on hope and the indomitable human spirit. Which is why I want to talk with you about the human spirit today.

The issue of the retention of minority students in higher education is probably the most critical issue confronting our colleges, and our country, today. It was my understanding that my emphasis should be policy-relevant. I want you to know that I consider hope and the human spirit to be as close to policy-

development issues as anything could possibly be. We in higher education love to speak about the world of the mind, and induction of thought. But, I'm here to tell you that the heart has problems that the mind will never understand. I don't know how many of you have ever experienced unrequited love, but there's no way that your mind will ever rationalize this kind of love. I don't know how many of you have experienced a broken dream, but there's no way the mind can do anything but accept this. I know there have been times when you've been hit so hard and knocked down so many times that just to lay there, much less get back up, was a matter of the human spirit.... I'm here to talk with you about the need to replenish the human spirit.

....the triumph of the human spirit is simply the triumph of hope over the eternal enemy of fatalism. It's proper that we talk of minority recruitment and retention with hope. It's clear to me that those of us gathered at this Conference to discuss the issues are not here because we failed. We're here because we have proved we can be successful.

....we need to pause and remind ourselves of how critical hope is to the resolution of any serious challenge. From Socrates to Edison to Martin Luther King, from the time of the plow to the time of the computer, every step forward taken by humanity and every advance made by humanity toward the ultimate goal have been based on that one quality, hope. It's no different today. All the major policies related to student access have actually been public policies related to hope. Hope, that we will be able to liberate the mind and sharpen the competencies of the next generation of young people. Hope, that education will continue to be the major intervention needed in the lives of the poor and in the lives of minorities. Hope, that education will continue to be a significant social benefit to this nation; and most of all hope, that education will make crystal clear that a good man is a nobler work than a good technology.

....From the land-grant college movement to the GI Bill following World War II, public policy has progressively extended educational opportunity to new groups in our society. These were policies that represented hope, and caused the human spirit to soar. The GI Bill invited a whole new constituency to a cornerstone of the American dream - a college education. In the past two and a half decades a major current in the public policy stream has been federal aid to students. In 1963, and I was a student who received one of these loans, the federal government invested a little less that 200 million in student aid through the National Defense Student Loan (NDSL).... In 1986-87, this past academic year, the federal government generated about 15 billion dollars for students in higher education either through direct appropriation or loan guarantees and subsidies. Even with all the difficulties confronting student aid ... that 15 billion dollars represents a twenty-fold increase, even after adjusting for inflation.... Clearly these policies represent hope for all Americans, millions of Americans, who acquire financial

assistance to achieve a higher education. The positive impact of federal measures in affirmative action and civil rights legislation on minority access to higher education is undebatable. In 1960, 13% of Black college-age youth attended college. In 1970, 21% attended college. Between 1973 and 1975 Black enrollment in colleges and universities increased more rapidly than white enrollment. That was the first time in the history of our college that this happened. In 1980, the highest percent of Black students who were college-age attended college more than ever before in the history of America. These, I submit, were appropriate responses to policies of hope, that allowed and encouraged the triumph of the human spirit.

It seems to me that despite these individual frustrations and setbacks we've experienced, never once have we or should we, in higher education, succumb to fatalism. Fatalism would say there is no solution to these problems of our times, no way to recruit students if they don't want to come, no way to get minorities to stay in school, no way to motivate minorities to persist ... no way to find sufficient financial aid, no way to find sufficient job opportunities to convince minority students that the social and economic costs are worth it. Fatalism would give up the struggle, and throw the problems of recruitment and retention of minority students into the teeth of the trends of the times.

Even worse than fatalism, in some ways, is the new sweep of cheap optimism. The theory of benign neglect, or as Frederick Douglass once wrote, "for those who want roses without rain, who want crops without plowing, and success without struggle." Optimism must not be confused with hope. Optimism is far different from hope, because it is based on instant gratification.... We're not talking about that, we're talking about hope. Hope means diligence, hope means discipline, hope is firmly supported by the confidence that it will be fulfilled. Hope is the major basis for the triumph of the human spirit.

At this point I would like to suggest several policies which I believe needed, which will represent hope for the issue of recruitment and retention of minorities. I call them now policies of hope. I would like to tie these policies to three major trends in America that I think all of us should be looking at with extreme care.

Trend number one is aging and demographing. The American population as a whole is aging but the youth population among Blacks and Hispanics remains large and is proportionally increasing. In 1980 the statistics show that on an individual basis less than one-third of white Americans were 19 years old or younger, but 43% of Hispanics were 19 years old or younger and 40% of Blacks were 19 years old or younger. On a family basis, which in many ways is even more telling, 52% of white families had children of school age; that is 18 years old or younger. But, 75% of Hispanic families had children who were 18 years old

or younger and 71% of Black families had children 18 years old or younger. This has a profoundly significant impact for colleges of the future, since the population of minority students is growing. This is precisely the group with which colleges and all other schools have been least successful.

We need to begin now to provide policies which will act as transformative frontiers, so that they do not become the now crisis of the future. If education is to remain the promise of the 21st Century, we need policies which rapidly begin to mainstream minorities into the major social and economic fiber of the country and into college.

I spent some time in South Africa a few years ago. The Africans said something to me that I always remembered. They said "apartheid means apart hate." That is something that we forget about on our campuses, in our desire to protect and support our students. There comes a need to let them go and to mainstream them. One our campuses we are setting policies daily to bond them to the college, and not to there racial group. Not to separate them from the racial groups, because that's not our place to do that. But to remind them that they are part of the human race and to continue to be so they must care about all humans....

The second trend is the increased testing, data gathering and outcome assessing that is going on around that country. Quite frankly, we really need hard and accurate data for recruitment and retention. However, I think we've got to be very careful with this area. It's one that worries one because I think we've got be careful that it doesn't interfere with the process of education - that it doesn't shape and push education. I think we've got to avoid satisfying the public opinion, even if it's at the cost of improving education. We've got to avoid the destruction by the news media of educational programs through wrongful interpretation and use of damaging data - What I call death by data - in higher education. To do this we need to develop policies which assist a more positive use of media. I think a major step in this direction would be policies that insist that effective evaluation is always developed in the context of goals and objectives and has two components to it. One component is process and the other component is outcome.... feedback from those who were involved in the process and those who were the product is also necessary.

The third and last trend is a new look at financial aid. That is a very important issue because ... investing in higher education is essential for minorities ... it represents the single greatest intervention in our society. Strong federal support of financial aid for minorities and the poor must remain a major policy priority for the United States, and every one of us needs to work for that. There are several new areas that are not yet investigated sufficiently, that we need to start including in the need for financial aid. These areas, to just

give you a few, are: scholarships for students of single parents, scholarships for welfare recipients in work incentive programs, and urban scholarships for marginal communities and inner cities with increased transiency. Certainly there are more policies that you can think of that, would help create of hope and make clear that each individual in this country is part of the whole human race.

I'd like to end by telling you what I tell my students at every opportunity. The triumph of the human spirit is to hope, the greatest thing a human being can do is to hope. No other living creature, only human beings, can experience hope because to have hope is to understand and be able to believe that there will be a tomorrow - no other animal knows that. At Stockton we never admit a student to merely enter the college. We tell them from day one we admit them to graduate. Anything less than graduation is a failure for us, because through graduation they receive the hope of a whole new way of life. With hope you can inherit the world, not to dominate it but to serve it. As you let your spirits soar, remember that you are the hope of the human race. And always remember that the past is yours learn from it; the present is yours, fulfill it; the future is yours, preserve it; knowledge is yours, use it; where racism exists, end it; where injustice exists, correct it; where ignorance exists, banish it; people are yours, love them; America is yours, save it; the world is yours, serve it; death is yours, delay it; life is yours, extend it; truth is yours, live it; hope is yours, use it.

Don't be discouraged by anything in life. We will face the minority retention situation and we will challenge it, or we will change it, or we will work with it. But, we will never be intimidated by it or by anything, for we are this nation's most precious natural resource., I know you will succeed. You must! For you are the hope of the entire world.

(A Transcription)

T. Edward Hollander

"Implementing a State's Commitment to Black Student Retention"

To Dr. Ford, Reverend Tyrone Crider, honored guests at the dais and friends and colleagues in higher education.... I do appreciate the opportunity to address this Third National Conference on Black Student Retention in Higher Education....

Toni Morrison's last novel Beloved, set in post-Civil War Ohio, portrays how one human being struggles with the abomination of her enslavement and heroically struggles to assert herself. The novel ends with these words; "Everyone knew what she was called, but nobody anywhere knew her name. Disremembered and unaccounted for, she cannot be lost because no one is looking for her, and even if they were, how can they call her if they don't know her name? Although she has claim, she is not claimed. In the place where long grass opens, the girl who waited to be loved and cry shame erupts into her separate parts, to make it easy for the chewing laughter to swallow her all away.... So they forgot her. Like an unpleasant dream during a troubling sleep.... This is not a story to pass on."

Here we are in the latter part of the 20th Century and when we look at our majoritarian institutions inside and outside of higher education we still must shake our heads because there is so much more that can be done with respect to promoting minority progress in employment, housing, education, politics and economics to reach parity with whites.

Our nation came through a period of great turmoil and necessary agitation in the 1960's and 1970's. But now we have latered a new era of notorious complacency and increasing polarization between Blacks and whites, and between the privileged and the underprivileged. Jesse Jackson describes this situation on "a state of emergencies." An article in Education Week described the plight of minority education in America as "a ticking bomb." Thurgood Marshall reminded us that "this is a nation that likes to celebrate lofty promises and noble ideas," We know how to celebrate parchments which promise equality and justice. And we know quite well how to shoot off firecrackers to the sparkle to our tinseled rhetoric. But, as the Chinese proverb says, "talk does not cook rice."

The role of higher education in fulfilling the democratic enterprise is a critical one. Robert Hutchins put it so well when be expounded upon the purposes of education, "Education is not to reform students or to arouse them, or to make them experts technicians; it is to settle their minds, widen their horizons inflame their intellects and teach them to think straight, if possible." And H.E. Wells put the purpose directly in a social context when he said, "Human history becomes more and more a race between education and catastrophe."

This year we're observing the 200th Anniversary of a great document that doesn't even mention the word education. Yet, we know how significant all the controversies and debates have been about what the constitution means and requires in terms of educating and preparing our citizens.... As a consequence of those national and sectional disputes, this is no longer the nation of 1783 when Yale's president issued an official proclamation which read "let it be known unto you that I have tested Miss Lucinda Foot, age 12 by way of examination providing that she has made laudable progress in the languages of the learned Latin and Greek, to such an extent that I found he translating and expanding with perfect ease both words and sentences.... And I testify that were it not for her sex she would be considered fit to be admitted as a student of Yale University." Nor is this the United States of 1896 when it was alright for Blacks to be barred from public libraries and when the Supreme Court, said it was permissible for the states to separate Blacks and whites in public schools and in public accommodations just to conform with the prevailing prejudices and emotional needs of the white majority.

It is hard to believe that only 40 years ago it took a Supreme Court order for a Black student to be admitted to a public law school. Only a little over 30 years ago, in deciding Brown v. Board of Education, the Supreme Court set a new direction for race relations in America by removing the legal sanction for segregated education. We can rejoice in the realization that society's views of constitutional equality has advanced from ancient mores and has matured to the extent that we now accept as right and as compelling, the government's interest in fostering racial equality. But it was only 20 years ago when the President's National Commission on Civil Disorders issued it's warning "Our nation is moving toward two societies - one Black, one white - separate and unequal. To pursue our present course will involve the continuing polarization of the American community, and ultimately the destruction of basic democratic values. The alternative is not blind repression or capitulation to lawlessness; it is the realization of common opportunities for all within a single society." The Commission's report called upon all American institutions, public and private, to initiate affirmative measures that promise to equalize opportunities for racial minorities and to, in so doing, avert the national disaster of a showdown between Blacks and whites.

We, in the higher education community were pushed to take concerted purposeful actions to remove the barriers we had erected as an iron gate around the mostly white and male colleges. We were compelled to reassess traditional and errant notions about merit, excellence and academic freedom. Some of us were moved by conscience and goodwill. Too many educators, though, were taken to courts kicking and protesting that the federal constitution was treading on the hallowed grounds of academic. Concrete and iron gates around many campuses situated in the urban areas of our country gave the false impression that

colleges could be walled off from the surrounding community but in due course those gates were torn down.... no army ... could stop the advancing wave of minorities and women who demanded access to our colleges, universities and professional schools. And they kept coming, even though it was hard because the law and order crowd turned violent. Many minority students on some of our campuses saw how ugly were the innards of bigots. "Nothing," said a keen observer," is more terrible than to see ignorance in action." Minorities kept the faith.... and then the minority students stopped coming. Black enrollments began a precipitous decline. They stopped coming of their own volition. Too many found their hopes and expectations shattered, and all they had to show for the pain, for facing the hostility and the high cost was half of a transcript of poor grades, some education and a whopping big debt. They went back to their communities and told their younger brothers and sisters that it wasn't worth the effort. The odds against succeeding were too high.

So, now we look around us and find that we have become not two, but three societies - one Black, one white, one Latin - still largely separate and still clearly unequal. What has gone wrong in our public education processes, in particular, that we have not yet defeated among our youth the forces of ignorance, polarization, segregation and discrimination. What happened, or did not happen, at recently desegregated colleges and universities that we did not succeed in changing the conditions of inequity, at least within the walls of higher education. There are as many different answers as there are campuses.

First, the initial commitment to college desegregation was naive, and to use a lousy metaphor, was only skin deep. In the 1960's, we were interested, for awhile, in bringing minority students to the campuses so that we could point to our responsiveness. We did not care what happened to them after they arrived. Some minority students felt lionized, others felt like guinea pigs, others floundered without purpose or support.... Not many white students enrolled in sensitivity courses or programs. The "no discrimination" clauses of college associations did not stop the juvenile and exclusionary antics of all-white fraternities and sororities.

Second, the priorities of the newly desegregated colleges and universities really changed. Minorities too often were segregated in programs and in extra-curriculor activities sponsored by hostile culturally-deprived white students and they sought refuge in separate housing or special sections of dormitories. Racial polarization on campus was further exacerbated by academic segregation. Black studies was offered as a separate academic discipline. Such offerings as well as Latin Studies were designed for minority students and to provide places for minority faculty.... some whites at desegregated campuses either ignored or grew hostile toward to demand of Blacks for a greater share of the resources of the institution.... This racial separation fueled resistance and

confusion about what shifts in institutional priorities were required, which demands for change were legitimate and which were a mere charade of power. As Roy Wilkins, then head of the NAACP once said, "Black students are right about the usefulness of a study of Afro-American history and culture. They are right also in calling for an increase in the enrollment of Black students and in requesting more Black faculty members. But in demanding a Black Jim Crow studies building within a campus, exclusive Black dormitories or ways of dormitories they are opening the door to a dungeon. They do not see that no Black history becomes significant and meaningful unless it is taught in the context of world or national history."

Third, the patronizing attitude of white faculty, administrators and students toward minority students reinforced separatist impulse and segregated social patterns. White administrators, and faculty did not and do not understand the circumstances of minority students. Some were openly hostile and overtly or subtly signaled that hostility. Others ... adopted an all too liberal attitude toward bizarre demands and points of view. Under the rationale that Black students knew what was good for themselves, one college actually abandoned its academic responsibility and gave its Black students ten thousand dollars to establish an exclusionary and autonomous Afro-American Studies Institute. There students were taught by other students and visited occasionally by minority faculty from other colleges. White college officials and faculty of colleges and universities around the nation granted tenure to their mediocre white peers, while conducting a perennial endless search for the super-qualified Black. Interestingly, most of the administrators and faculty did not know or sense how they were regarded by minority persons on their campus. Few are yet able to relate to the minority communities on campus. In short, being a Black or Latins, person on campus is at best anxiety provoking and at worst carries with it all of the consequences of living in an alien and rejecting culture. We have done little to change the culture on our campuses.

Fourth, too many institutions of higher learning settled for tokenism.... The tokenism trickled down so that minority representation in the administration was among special assistants and in student affairs, rarely in the academic mainstream. At many institutions affirmative action programs were related to processes, rarely to results....

Finally, many minority persons in this country find themselves in third-rate schools, housing and jobs. The circumstances they encounter in college are not very different from their experiences with other institutions in our society. That is another way of saying our colleges are not very different, in their relationships to America's minority populations, from other institutions. We, in the higher education community, are in a position to make a difference. But, whether we are or are not, we are so powerful an institution

in one influence on the broader society that we're obligated to reach for a higher order of responsibility than other institutions around us. The times today, require a further effort.

.... Neither the United States, nor its Allies rule their corners of the globe. There is no final advantage or security in our military, industrial or technological superiority.... We Americans have discovered that our success in this predominantly non-white world is tied to our ability to accept, understand and experience cultural traditions of other peoples. No people or self-respecting nation wants to deal with another on the plane of intolerance and insult to their culture. It's time we Americans awaken to the realization that the world is full of people of different colors, religions and cultures struggling not for more money, but struggling for their humanity. That human development is as meaningful as capital development....

If we can control and overcome racism and parochialism, we can be successful in utilizing our cultural diversity to our own self interest as much as we have been celebrating our national heritage.... We cannot remain a highly segregated society based on race and national origin and hope to exercise world leadership on a global context. Our diversities afford us the opportunity to extend our cultural sophistication and the place to begin is on our college campuses. Expanding minority opportunities is no longer a matter of conscience or justice alone, it is a matter of self-interest and national survival. We have for the first time in recent history the potential to eliminate race and national origin as obstacles to national unity. The task falls to higher education, for we control the resources that can make a difference.

In New Jersey, the Board of Higher Education made it clear, that its approval of budgets and capital programs was dependent upon successful efforts by institutions to both admit and provide for the retention of minority students. It wasn't until the Board actually reduced institutional budget requests that institutions took seriously the Board's agenda in this area. Dr. James Wallace, our assistant chancellor, will discuss how New Jersey uses its budget process to keep higher education as a paramount New Jersey priority at a later session during this conference. Dr. Terry Lutkus will discuss New Jersey's remedial programs and their impact on retention. Dr. Ed Morante will describe our new assessment program and how that program will measure student outcome and the collegiate commitments to broad social policy. Dr. Jean Fitts will discuss New Jersey's Special Retention Efforts. Dr. Kwaku Armah, divisional direction of education and director of the EOF Program is here to discuss his programs contribution to affirmative action in New Jersey, and Dr. Vera Farris, president of Stockton State College in New Jersey will discuss the human relations aspect of higher education. So we are proud in New Jersey that so many of our staff are able to contribute to this conference.

Our governor has agreed to press for significant improvement in the schools by seeking authority for state takeover of failing school districts. Urban colleges have received significant funding to mentor and provide support for elementary and high school students to encourage them to go on to college. New Herset is also now developing a financial incentive program to encourage school children to achieve while in school, so that college remedial efforts can be reduced.

State recognition of the issue is a policy matter and its funding program is a necessary, but not a sufficient condition for successful programs. What happens on the campus is even more significant....

In every case in our states where a trustee-supported effort was undertaken involving widespread faculty participation, the resulting plan improved minority student recruitment. Retention, however, is a more complex matter and one which deserves your most serious attention and justifies your annual meeting.

Racial segregation and racial conflict are signs of an uneasy alliance between a campus policy that admits minority students, and a campus community that would have preferred that minority students be elsewhere.... The success of all students depends upon major improvements in undergraduate education. More attention needs to be paid to the human relations elements on our campuses. Our campuses, especially the ones located in the cities, need to be more supportive of students' nonacademic needs....

Let us tell Toni Morrison's <u>Beloved</u> that we seek her out, we know her name, we recognize her claim. We cannot forget or we shall all have unpleasant dreams and try to avoid very troubling sleep. That is the story to be passed on to our colleagues and our children. The students we educate today will inherit the world of the 21st Century.... and they had better be representative of all our populations or we will all be second-class citizens in a first-class global economy.... Let me conclude wishing you well and commending you for convening this conference on this topic. It speaks well for your caring and to your willingness to make a difference. Let it be said of you, as it was said of the first group that ascended Mount Everest as they disappeared into the clouds, "When last seen, they were still climbing.

(A Transcription)

Dennis Rahiim Watson

"Leadership Success and Survival in the 1990's"

I am honored, delighted and privileged to have been given an opportunity to be here in Florida and at this Retention Conference. I would also like to take this opportunity to acknowledge and salute Dr. Clinita Ford. It has been Dr. Ford's professionalism that has kept us focused on retention.

....Today we will be talking about the Black family, success, survival and leadership. Education is a sacrifice for the development of our community, family and the nation. We recognize that the future of our children is great. We need a generation of children who can proudly proclaim to the world that "I'm bad!" Every student ought to be able to go back to his or her community and proclaim "I'm bad!" However, students cannot get to that point if you and I have low expectations of their potential and development.

Students live in a society and they can only reflect, in their lifestyles, what they see happening between you and I. We, as a family, need to call a moratorium on the negativity and false information that divides our family. We are one family. We pulled each other out of slavery; four hundred years of loving affection and attention. We've got a history of greatness and cooperation, and should not let any forces pull us asunder.

....We ought to be about the seriousness of retention. We need to get together, as a group, and do the things necessary for success and survival. Survival is important; we're living in the real world. We need to look at some of the things that are going on in our communities. We need to understand how young people begin to interpret the environment in a negative sense.

....I've been fortunate to travel around the country. One of the things minority youth say to each other when they see each other for the first time is "what's happening, what's going on!" What is the normal reply? "Nothing!" So how can we expect our young people to make something happen in life if subliminally, in our minds, we think there's nothing going on. Young people ask each other, "where are you going?" and answer each other "nowhere."

Let's look at the language in our communities. Go into the urban areas of our country and young people will tell you "I'm about some chillin'!" Did we fight desegregation so that we could come to 1987 and talk about "chillin'?" Let someone else "chill!" Four hundred years of slavery is four hundred years of too much "chillin'!" Young people also have this language called "they be illin'". So if you take away the 'ing' from the word 'illing' it means that many of our young people are in the process of being ill.

....Our responsibility, as educators, is to motivate and encourage our youth. But some of us "'be illin' and 'chillin'!" If young folks imitate us, and "'we be illin' and 'chillin'", then they have a future that's bleak.

I'm suggesting to you today, every Black student in the country has the potential for greatness and excellence. We've got role models. In our communities are folks who have survived against all odds. I thank God for coming from an extended family, a large family. My grandmother said it best, and your grandmother probably said the same thing....My grandmother taught me a song which said, "We've come this far by faith, leaning on the Lord, trusting in His holy word..." So our job, in spite of all difficulties, is to keep the faith.

....The problems today are light compared to the problems of the past....We have a history and a legacy of excellence. Every young person that goes to university has what is called "the will." Your job is to connect their will to power; to empower them. Caucasian children have the luxury of being able to walk around America with power, naturally. They don't have to fight off racism and discrimination. They don't have to watch over their backs to make sure there are no extremist Bork's or Klu Klux Klan members getting ready to change laws to create an apartheid system in America. Caucasian students have the luxury to be full human beings. In college they can afford to have beer parties and blasts, and go nuts for four years. Black youth do not have that luxury, because they've got to stay vigilant about their role in society. Black youth have got to be real clear.

....Many Black educators are under stress. Many of us need some attention, affection, and information. Some counselors need some basic counseling, because waking up every morning going out on the battlefield called academia can be rough. Many of us don't get any moral support or have physical contact. It is important for Blacks to again begin to development extended families to support one another.

....Remember, the same things that we need, our Black students need also.

....Our Black students need words of encouragement and support. Some are walking around with so much self-hatred, so much hurt, and so much rejection. So many people don't believe in them. Further, everything they get from television, radio and the press is negative.

....We also need to help the Black youth who do not get home training; because education is a training process. If we do not save this generation today, we are in big trouble....Today the music and cultural influences which permeate our society keep us divided. Songs about "what have you done for me lately" and "no romance without finance, because nothing's going on but the rent, you gotta have a j.o.b. if you want to be with me." But what our

young people fail to realize is that it's about more than just a "j.o.b."; it's about what Janet Jackson calls "taking control"....We've got to understand what Black youth are thinking in order to change their thinking....We've got to change their rap to intelligent discussion. For example, Jesse Jackson can come into our communities and say "what's up, check this out, understand", and can then appear at a debate and discuss national and international issues intelligently.

....We are living in serious times....The educational system is designed to make us all servants....We have to become advocates for one another.

....When we talk about retention, let's talk about psychological retention. We need to retain our minds in the face of threats. Administrators, as well as students need to be retained. Once administrators have knowledge, depth, and wisdom their job of retaining students becomes easier.

....Black faculty need to develop closer relationships....

We ought to be excited about education. We ought to say things that would make kids jump out of their seats and ask for more education.

.... We need to get serious. We are living in serious times...., I tell young folks throughout the nation that there's absolutely no reason in the world for us to be unsuccessful in the 1990's. We operate from a working philosophy at the National Black Youth Leadership Council ... We are all African-Americans. The last four letters in the word American spells I can. The last four letters in African spells I can. The last four letters in Mexican, Domician, Puerto Rican and Jamaican spells I can.... We <u>can</u> achieve.

In closing, Jesse Jackson talks about education and responsibility. We will create the opportunity, but Black youth have got to take the responsibility.

(A Transcription)

The Impact of Current Financial Aid Trends on Black Student Enrollment in Higher Education

Glenda F. Carter, Grambling State University, LA

#051

This presentation explored financial aid trends in higher education. It outlined the evolution proviade of federal commitment to all of higher education and explored the pattern of commitment to Black higher education. It investigated the current financial aid trends, including budget cuts to and phasing out of campus-based aid programs, the shift in emphasis from grant funds to student loan programs, and the impact of Gramm-Rudman-Hollings on Black higher education. This presentation outlined the current and potential impact of these factors and provided a set of recommendations and alternatives to college administrators faced with the task of bridging the gap between available student financial aid and actual student need.

The Educational Dilemma of the Black Student-Athlete

Gary A. Sailes, University of Delaware, DE

#053

Approximately 75% of the Black student athletes participating at NCAA Division I colleges and universities in football and basketball do not graduate from the institutions they represent. The findings of the Afro-American Institute for Sport Science at the University of Delaware on the socio-cultural and institutional variables that adversely affect the educational accomplishments of the Black student-athlete participating in college sports were presented in a comprehensive one-hour slide presentation. Programs and strategies for remedying this historical ongoing problem were also presented and discussed.

Black Students Enrolled at Predominantly White Colleges and Universities: An Endangered Species?

John W. Wilson, University of Akron, OH

#055

While many studies on minorities in higher education show an increase in minority enrollment between 1980 and 1984, Black undergraduate and graduate enrollments declined significantly during that period of time. Concomitant with the disproportionate decline in enrollment among Black students in higher education was the tremendous problem of retention which further exacerbated the declines in enrollment.

This presentation examined and critiqued the national trends of Black students in higher education. In addition, the author assessed some of the perceived cumulative factors that relate to the decline in enrollment and the retention of Black students on a disproportionate number of predominantly White campuses.

#055 cont'd

In conclusion, the presenter gave an overview of the status of minority affairs at The University of Akron and the impact on Black student retention at this predominantly White university.

Minority Mentoring Program

Diane Dillard, Director, Office of ACCESS, Cleveland State University, OH

#056

This presentation spoke to the transitional phase of the Minority Mentoring Program, an off-campus program with a fairly loose connection to a program on the CSU campus, supported by University resources and coordinated by a University office. The Minority Mentoring Program was started in 1985 under the University Christian Movement (in Cleveland) with an advisory board of Black faculty and staff. The program grew out of an overwhelming concern for the retention of Black students and the need to support and foster their adjustment to CSU. Minority students at CSU, to a large extent, come from predominantly Black educational systems. Some are poorly prepared, others have not been challenged to develop strong study skills, habits and attitudes needed to succeed in a higher educational setting. We believe that, conceptually, the mentoring program is sound and very much needed. However, the structure, goals, objectives, and level of commitment on the part of the University, faculty/staff and students need to be re-examined. The Retention Study conducted in 1984 indicated that of our general student body, a significant number suffers from isolation. Being connected has been found to make a significant difference in the success rate of our students.

The mentoring program was not set up to supplant existing systems nor existing services, but to enhance that system so that it works in the best possible way for all students, specifically minority students. The focus of the mentoring program, to borrow from the CSU Retention Study, "...is not on remediation, but rather on outreach to students with various levels of competence and potential in order to communicate with them both in and beyond the classroom to meet their education needs." Emphasis is on helping students become connected in various ways and at various points within the existing system. Hopefully, in the process of doing so, we have let students know someone cares about them, their adjustment and overall academic performance. The mentoring program is designed to aid in the retention of students as well as help students have a "positive" experience at CSU.

Osteopathic Medicine: The Recruitment and Retention of Black Physicians

Gregory Stewart, Ohio University of Osteopathic Medicine, OH

#057

There are two schools of medicine in the United States today: osteopathic and allopathic. Graduates of osteopathic medical schools receive a D.O. (Doctor of Osteopathic Medicine) degree, while graduates of allopathic medical schools receive a M.D. (Doctor of Medicine) degree. The fifteen colleges of osteopathic medicine (about half of them state supported, including Ohio University) now enroll nearly 6,500 medical students. Ohio University's College of Osteopathic Medicine has expressed a commitment to the recruitment and retention of Black students. Recruitment activities include a mail campaign, visits to summer minority premedical programs and visits to predominantly Black colleges and have resulted in a 50% increase in applicants and matriculants for Ohio University. Retention activities focus on preparation programs including a summer premedical program for minority students and a prematriculation program for diagnostic testing of academic abilities for admitted medical students. Other retention activities focus on peer support groups. This session highlighted the differences between osteopathic and allopathic medicine and detailed Ohio University's strategy for Black student recruitment and retention.

The Comprehensive Role of Student Affairs in Black Student Retention

Gregory Stewart, Ohio University College of Osteopathic Medicine, OH

#058

This presentation introduced a campus-wide networking system for delivering student affairs services to support Black student retention. A common reason for Black student attrition can be attributed to factors under the control of student affairs. Five areas of student affairs were explored in this presentation. The topic of Educational Services addressed the special concerns of Black students in orientation, academic advising and tutoring needs. The financial aid topic included the composition of the financial aid package and the student work-study position. The topic of Residence Hall Services focused on Black student issues related to roommate selection, programming and leadership. Career guidance, employment and graduate school placement opportunities for the Black student were explored under the topic of Career Planning and Placement. And finally, the topic of Student Activities focused on the activities of greek affairs, cultural events and the Black Student Union.

Minorities in Management

Donald Williams, Sr., Director, Minority Business Education Center, Grand Valley State College, MI

#059

#059 cont'd

The Program to Increase Minorities in Business (PIMIB) Task Force concluded its Minorities in Management study for the American Assembly of Collegiate Schools of Business in December 1983.

Some of the factors identified that contributed to a disproportionate number of minorities on campus were as follows:

(1) A stagnation in the number of well-qualified minority high school graduates

(2) Little recent growth in the funding of minority scholarships

(3) A negative image of business and a non-existent image of management careers prevailing in many minority communities

(4) A high dropout rate of minority students at some majority schools, which has caused the schools to become more selective in their admissions policies

(5) Inadequate counseling at the high school level and course offerings that are not likely to portray business as a challenging and rewarding occupation to talented students of any race.

Colleges and universities across the nation responded to the national dilemma in a variety of approaches that were designed for their own campuses and with unique problems. Some of the efforts were worthy of replication, however, most were still in the area of continuous change.

Increasing the Retention of Black Students Through Study Skills, Academic Advising, and Faculty Role-Modeling: A Multimethod Approach

Helen F. Giles-Gee, Towson State University, MD

#060

Funded by a grant from the Maryland State Board for Higher Education, the primary goal of this project was to present a three-group model designed to improve by 1989 the retention rate of newly admitted Black students by a minimum of ten percentage points over the present retention percentage for Black students. Ancillary objectives were to develop a comprehensive long-range plan to increase the use of services that benefit retention as well as to identify the primary factors that contribute to retention at Towson.

Past prediction models accounted for only 17% of the variance of the college grade point average (GPA) of Blacks at Towson. Inasmuch as we could not predict which Blacks would achieve based on high school GPA and Scholastic Aptitude Test (SAT) scores, all 135 newly admitted Black freshmen were asked to participate in the project. These

#060 cont'd

students were assigned to four treatment groups and regardless of the group to which the students were assigned, each received study skills training, academic advising, and faculty role-modeling. What differed among the groups was the manner in which the three elements were presented.

An ANCOVA, with the high school GPA and the verbal and math SAT scores as the independent variables and the college GPA as the dependent variable, showed no significant difference in academic performance among the groups. However, chi-square analysis revealed a significant increase (44% to 60%) in the number of Black freshmen who attained spring semester cumulative GPAs above 2.0 than a matched sample who had entered the year before. Additional chi-square analysis showed that a significantly larger number of participants used tutorial services during the fall semester than nonparticipants, and 5% more than the previous year's Black freshmen. These results suggested that structured advising with faculty serving as liaisons to services, regardless of the format, fostered significant increases not only in students' academic performance but also in their utilization of tutorial services.

Metacognitive Strategies of College Freshmen: Are they Deployed? Are they Known? How to Teach Them

James L. DeBoy, Lincoln University, PA

#061

A study of college freshmen at Lincoln University (Pennsylvania) was conducted to determine what students deployed goal-setting, self-monitoring, and/or self-rewarding strategies while problem-solving. The literature suggested that students reporting conscious awareness and utilization of these strategies should successfully complete the problem more often than those subjects not deploying these self-monitoring strategies. Proposed etiologies of metacognitive differences (deficiencies) were reviewed and critiqued. The findings from the Lincoln study were discussed and implications/suggestions for metacognitive intervention programs for the college student were presented.

Minority Recruitment in Colleges and Universities: Barriers, Recruitment Principles and Design Guidelines

John Oliver, School of Social Welfare, State University of New York-Albany, NY
Lester Brown, School of Social Work, Wayne State University, MI

#065

This paper identified ways of thinking about and designing minority recruitment programs within higher education settings. The principles and design guidelines identified action steps.

#065 cont'd

The planned framework emphasized the value of participatory planning as a means of neutralizing barriers that undermine recruitment efforts. The results of one implementation of these design guidelines were reported.

Increasing Minority Faculty: A Link to Black Student Retention
Shirley Vining Brown, University of Maryland, MD
#066

Recent evidence indicates a growing decline in the presence of Black faculty on U. S. college and university campuses. In 1985, Blacks accounted for fewer than 4 percent of the nation's college faculty and fewer than 2 percent at predominantly White colleges. There is concern that if college faculties continue to become more White rather than more representative of Blacks in the general population, there will not be sufficient numbers of Black faculty who can serve as role models and mentors for Black students. Moreover, an increase in the isolation of Black students on White campuses may lead to an even higher attrition rate among this population, thereby fueling the cycle of Black attrition in higher education. The presence of Black faculty is seen as an important link to Black undergraduate and graduate enrollment, persistence, and completion rates. However, current estimates and future projections indicate that fewer Blacks are entering academic careers. This presentation described trends in the loss of talented Blacks from academia, discussed the importance of this loss for increasing the future supply of Blacks on college and university faculties, and discussed the implications of losing Black faculty.

Podiatric Awareness and the Need for More Black Podiatrists
Frank Jimenez, Director, Relations with Schools, The California College of Podiatric Medicine, CA
#067

This presentation focused on the educational and career opportunities available in podiatric medicine. It highlights the following:

(1) advantages of a career in podiatric medicine
(2) the doctor of podiatric medicine, the scope of the profession
(3) preparing for a podiatric medical career
(4) the severe shortage of minorities in podiatric medicine, especially Black-Americans in the profession

A podiatrist assisted the presentation.

The basic format of the presentation was as follows:

I. 10 minute introduction highlighting the above points
II. 10 minute presentation by the podiatrist sharing perspectives about the need for more Black-Americans to enter the podiatric medicine field
III. 5 minute multi-media slide presentation about podiatric medical profession

#067 cont'd

IV. 5 minute question and answer period. Information packets were distributed to those attending the Conference.

Higher Educational Choices: A Difficult Decision for Blacks
Bruce Chrisman, Academic Advisor, Southern Illinois University at Carbondale, IL

#070

Since the major portion of the Black middle class was created by the Historically Black Colleges and Universities, it is a sad commentary on the state of America when the worth of the Historically Black Colleges and Universities is questioned or put into jeopardy. Underfunding and a shortage of Black colleges and universities continues, to this day, to be a factor in maintaining a permanent Black underclass in the ghetto.

Hostile environments toward Blacks at our predominantly White postsecondary institutions have contributed to higher attrition rates for Blacks on campus, than for Blacks attending predominantly Black campuses. Higher attrition rates among Blacks have created another perception of higher education, one of failure. This corresponds to the reality of higher education which has failed, and continues to fail, to break through the poverty cycle in any substantive manner in the Black ghetto.

The time has come to give the Historically Black Colleges and Universities more resources, and at the same time to demand more and better trained Black graduates. The time has come to hold the predominantly white institutions of higher learning accountable for their higher attrition rates for Black students and for their hostile environments toward Black students. This presentation highlighted the increasing importance of the Historically Black Colleges and Universities.

Summer Research Opportunities Program for Minority Students
Jean E. Girves, University of Illinois, IL

#071

The SROP was designed to interest minority students in graduate education by involving them in research and scholarly activities with faculty members and graduate students early in their undergraduate experience. Such involvement is expected to improve the quality of their undergraduate programs, to enhance the likelihood of their completing bachelor's degrees, and to attract more and better prepared minority students to graduate school. All of us will ultimately increase the proportion of minority faculty employed at colleges and universities across the country.

In addition to working on their research projects, students on each campus meet regularly with one another for seminars and workshops, and at the end of the summer, they present their papers at campus

#071 cont'd

symposia. All SROP participants attend the CIC Conference held at the end of July on a different campus each summer. The Conference features roundtable progress reports by current SROP students, presentations by selected SROP students from the previous year, and discussions of the nature of graduate education and research by faculty members and CIC Fellows. Student and faculty evaluations of the SROP are highly favorable. Students receive a stipend while their faculty mentors receive funding for the cost of the research. Funding is provided by the CIC institutions, the Big Ten and the University of Chicago including Wisconsin at Milwaukee and Illinois at Chicago, and by the Andrew W. Mellon Foundation, the Lilly Endowment, and the W. K. Kellogg Foundation.

Project Intercept

Gloria Rembert, Associate Professor, Business Division,
Holyoke Community College, MA

#072

There is currently a move by two-year colleges to identify those students, who because of high school performance, might be considered "high risk" when they enter their freshman year. Although this attempt is assisting those incoming students with study skills, there is still a percentage of students in our community colleges for whom there is no program or course to aid them with their study skills. Specifically, these students are those who are experiencing academic difficulty and have been placed on academic probation after their first semester at the College. At the end of a given semester, students' grades are tabulated, and if their QPA is below a certain level, they are sent a letter stating that they have been placed on academic probation. This letter is usually sent from the office of the Academic Dean. The only condition placed on a student on academic probation is that he must show improvement within a specific time period. Until now, we have not given the student any concrete suggestions as to how he can improve his performance. Without a plan, students on probation have traditionally gone to their academic advisors, registered for a full complement of courses for the coming semester, and have gotten into further academic trouble.

Students who perform poorly "learned" how to perform this way. PROJECT INTERCEPT is a semester-long program during which we show them how to "unlearn" poor habits and "learn" those habits which will assure improved performance in the classroom. This presentation gave an overview of PROJECT INTERCEPT.

Perceived Supports to Academic Progress among Black Women in a Baccalaureate Nursing Program

Nesta E. Quarry, Lehman College, CUNY, NY

#073

The purpose of this descriptive study was to identify those factors which Black women in a baccalaureate nursing program identified as helpful to their academic progress.

#073 cont'd

The sample consisted of twenty-five women, who successfully completed their junior year in a nursing program. A semi-structured interview tool and a demographic data sheet were developed to collect data. Coding of data and cross-tabulation matrices were employed in data analysis.

The findings indicated that these Black women encountered various obstacles to their progress: family obligations, family opposition, loneliness, inability to manage the academic workload in the prescribed time period, inadequate faculty advisement and lack of adequate tutoring services.

Although many of the women voiced feelings of anger, frustration and lowered self-concept, they showed self-directedness in the actions they took to overcome obstacles to their progress. The major support systems, in rank order, on which they relied, were (1) family (2) religion (3) peers (4) friends, faculty and student services.

Interprofessional Approaches to Raising the Retention of Minority Students at CUNY

Flora Miller, John Jay College, NY
Alberta Arnold, LaGuardia Community College, NY
Bernice Kinard Baxter, Hunter College, NY
Milagros Garcia, Hunter College, NY
Barbara E. Stanley, Hunter College, NY
Willie James Wimberly, Hunter College, NY

#074

Discussion by members of the panel focused on a critical question in higher education: How to retain the "nontraditional student"--the underprepared minority student. This issue along with the problem of the decline in the number of minorities graduating from high schools portends a serious decline in the minority college student population unless concerted efforts are made to retain these students. Many of these students are at high risk because of their poor educational background. For a number of them, school has been a fearful experience, and the lessons they have been taught are handicaps to future learning (Cross, 1971).

Success for these students becomes possible when counseling and teaching strategies are used to meet their special, educational and personal needs.

Governor's Minority Student College Preparation Program

Roy P. Peterson, Executive Assistant, Kentucky Council on Higher Education, KY
Gary S. Cox, Kentucky Council on Higher Education, KY
Lucinda Spangler, Kentucky Council on Higher Education, KY

#077

The Kentucky Council on Higher Education designed the Governor's Minority Student College Preparation Program to make young Black

#077 cont'd

students more aware of the benefits and values of college. Further, the program helps students to consider college as an achievable option, to better prepare for success in college level work, and to persist to college graduation.

This presentation gave an overview of the total program. The Governor's Program was designed for middle and junior high school minority students and serves as a complement to other campus-based activities. This statewide program is expected to increase the college-going rate for Kentucky minority students (38.3% in 1985) and reduce the attrition rate once they enter college (44% in fall 1985 for first-year students).

The Governor's program was funded at a level of $500,000 for the first two years. The majority of the $500,000 state appropriation was granted to institutions in or near the three major areas in Kentucky that are characterized as having large minority populations: Lexington-Frankfort, Louisville and Christian County. The eight public universities designed specific subprograms such as early intervention activities, weekend and summer instructional programs in math, English and computer science; special drop-out prevention efforts, tutorial centers and Upward Bound type activities; career planning, use of community role models and college students as counselors/advisors. Also included were academic competition and campus tours. Parental involvement was a significant part of most of the subprograms.

Black Student Retention: A Campuswide Responsibility

Evangeline R. Darity, Associate Dean, Studies/Third World Affairs, Mount Holyoke College, MA

#078

The concerns addressed in this presentation identified possible ways to increase access, and emphasized the necessity for institutional diversity and pluralistic educational structures in order to meet the future needs of Black students.

This presentation also dealt with the barriers to higher education faced by Black Americans. It focused specifically on retention as a campuswide responsibility.

Through a search of the literature on retention, it was revealed that Black students face barriers to retention ranging from poor secondary school preparation, college hostility, inadequate financial aid, and a paucity of Black faculty role models. The presentation concluded with recommendations of needed support systems for ensuring the retention of Black students, and encouraging a more welcoming campus environment.

Programming Retention at the University of Georgia

Jeffery Cooper, Director, Minority Admissions, University of Georgia, GA

#079

Retention of minority students at predominantly white universities is a critical goal of admissions administrators. A university, especially one as large as the University of Georgia must take special care not to overlook its minority students once they've been admitted. Lowering admission standards is not the answer: this only perpetuates the problem of minority student attrition because unqualified students will continue to fail to meet academic requirements. The University of Georgia stresses counseling through its Minority Advising Program, the Partners in Education Program, the new Black Parents Association and the Minority Admissions Support Team.

The Minority Advising Program (MAP) is located in the Vice Presidents Office for Academic Affairs. The program is aimed specifically at minority students with academic difficulty. Counselors arrange tutoring and mentoring for struggling students. In addition MAP arranged speakers and workshops in which minority students meet successful Blacks in order to give the Black students goal reinforcement. This program does not take the place of academic advising, rather it enlightens students to the many services a large university can provide. This program, as ordered by the Board of Regents, has been implemented by other state colleges and universities.

The University of Georgia believes that by counseling minority students and having them take an active interest in their surroundings, greater retention will be the result. As the number of college age students begin to dwindle, it is important to look at retention of students, especially minority students at predominantly white universities.

Transfer Articulation Project - A Model Program

Lea E. Williams, United Negro College Fund, NY
William Harvey, United Negro College Fund, NY

#081

The three-year Transfer/Articulation Project (TAP), funded by Ford Foundation in 1986, encourages and facilities the transfer of two-year college students to four-year Black private institutions. The aims of TAP were:

1. to facilitate and encourage articulation between community colleges and UNCF institutions
2. to enhance the access of community college students to UNCF institutions
3. to increase the number of students transferring from community colleges to UNCF institutions

Twenty-six institutions participated in the project (16 UNCF and 10 community colleges). Mini grants were awarded to three of those colleges to underwrite articulation projects to be implemented during

#081 cont'd

the 1987-88 academic year. Bethune-Cookman College received $15,000 for a hospitality management program with LaGuardia Community College. Florida Memorial College ($15,000) and Cuyahoga Community College collaborated in aviation science. For the first time, the Honors Tract Program at Rust College ($20,000) accepted transfer students. The feeder colleges were Community College of Philadelphia, Cuyahoga Community College, Highland Park Community College, Roxbury Community College and State Community College of East St. Louis.

Institutional Factors in Student Retention

Milford A. Jeremiah, Morgan State University, MD

#082

Several studies have demonstrated that institutional factors (e.g., dormitories, instruction, libraries, social atmosphere) play a role in student retention. This presentation discussed a similar study involving 150 of the most recent graduates that was undertaken to test this hypothesis. The results suggested that students who persisted to graduation availed themselves of these institutional factors and perceived the institution in a favorable manner.

Assisting the Minority Student to Overcome Nonacademic and Academic Barriers to Success

Shielda G. Rodgers, Assistant Professor, School of Nursing, Salisbury State College, MD

#083

Minority students in predominantly white institutions presented a unique challenge to their faculty. These students have problems and concerns often of a nonacademic nature, but having the potential to influence their academic performance. In many white colleges, minority students have no support person or role model to communicate with and their special problems and concerns often become avenues of frustration and psychological stress. These problems, in addition to the academic rigor of college, create within the minority student a feeling of impending despair that culminates in academic malaise. At this point many students may decide that the best and most immediate solution to their problem is to terminate their academic studies.

A small descriptive survey was undertaken in the School of Nursing in an attempt to gather data from students regarding their experiences as a minority within the school. The students were asked to identify cultural and social factors which they felt could have an effect on their academic performance. The responses indicated that equitable treatment and social alienation respectively, were of greatest concern.

This presentation in its conclusion, proposed strategies to improve the retention rates of minorities. Included were formal strategies, such as the Mentor Program developed by the Dean, as well as informal strategies.

Understanding Black Undergraduate Student Retention at Temple University

Richard A. Joslyn, Temple University, PA
Cindy Konecko, Temple University, PA

#084

The recruitment and retention of Black students of higher education has once again become an issue of national import. Equal opportunity of access to higher education has become increasingly jeopardized, even as the traditional college-age population nationwide is becoming more ethnically diverse. Temple University has a record of successful recruitment of Black undergraduates but our experience with the retention of Black students is a good deal less satisfactory.

A cross-tabular analysis was presented of enrollment and graduation data, for nine fall semester entry cohorts (1977-1985) of undergraduate students, This data showed that critical first and second year retention rates for Black freshman and transfer students lag 5-10% behind the rates for white freshmen and transfers. Fourth and fifth year graduation rates were 15-20% lower for Black students when compared with white students (both freshmen and transfers). A series of discriminant analyses used to predict early retention/withdrawal based on personal characteristics (gender, age), precollege or other college performance (SAT score, high school rank, transfer GPA) was also presented and discussed.

A Survey of Black Undergraduate Students Perceptions of Retention/Attrition Factors at Louisiana State University Some Preliminary Findings and Suggested Strategies

Mitchell F. Rice, Louisiana State University, LA
Bonnie Alford, Louisiana State University, LA

#085

This presentation reported the initial findings from two questionnaire surveys, a retention survey, and an attrition survey, which were administered to Black undergraduate students who currently attended or recently attended Louisiana State University (LSU), Baton Rouge. The findings were compared and contracted and an institutional intervention model was developed. LSU is a major comprehensive research institution of more than 26,000 students. In recent years the number of Black students enrolled at LSU has increased from 1400 (5.8%) in 1979-80 to about 2,000 (7.0%) in 1986-87; an increase of nearly 43% over a seven-year period.

The retention questionnaire survey seeks to determine the reasons (i.e. faculty attention, concern and care; institutional commitment; support services; faculty role models, and etc.) why Black undergraduate students in good academic standing chose to continue their studies at LSU. Between 150-200 Black undergraduate students completed the retention questionnaire. This represents 9-11% of the 1761 total Black student undergraduate enrollment at LSU as of Fall Semester, 1986.

#085 cont'd

The attrition questionnaire survey reported the initial results of reasons why Black undergraduate students in good academic standings chose not to continue their studies at LSU. Black undergraduates students included in this survey were those who enrolled at LSU in Fall Semester 1986 but did not return for the Spring Semester 1987. Preliminary data indicated that about 100 Black undergraduate students in good academic standing do not return each semester. Thus, about 6% of the total Black undergraduate students at LSU leave LSU every semester. About 50 non-returning Black students responded to the attrition survey.

The Minority Retention Initiative in New Jersey

Jean D. Fitts, New Jersey Department of Higher Education, NJ

#088

To respond to the growing concern about declining Black enrollments in New Jersey colleges and universities, the New Jersey Board of Higher Education passed a series of resolutions in March, 1986 calling upon the higher education community to focus upon a statewide effort to improve minority enrollments. Among the Board's provisions was a requirement that each public college and university submit a strategic plan addressing the recruitment and retention of Black and Hispanic students. A panel of outside consultants expert in developing and implementing programs to attract and retain minority students, was convened to review 31 institutions' preliminary and final plans.

This session informed conference participants of the process that institutions used to develop their plans and provided highlights of the New Jersey Department of Higher Education report on the decline in Black enrollment which provided the impetus for New Jersey's initiatives. Further, the presentation described (1) institutional planning features considered essential for effective minority student retention; and (2) the hallmarks of the best strategic plans for minority retention and recruitment as cited by the consultants.

New Jersey, through its governor and chancellor, has led the nation with many initiatives in higher education. Some initiatives directly affect minority enrollment, such as, pre-college programs for high school students and college freshmen; increased financing for the Educational Opportunity Fund program; and graduate fellowship programs to fund minority doctoral students. Because other states are looking at this record, conference participants benefitted from learning about New Jersey's procedures and activities regarding this latest retention initiative.

A Study of the Influence of an Effective Study Skills Program on Changes in Study Habits and Attitudes

Jimmy Tomblin, Assistant Professor/Counseling Psychology, Chicago State University, IL

#090

#090 cont'd

The purpose of this study was to show whether or not students who participated in the Effective Study Skills Program at Chicago State University showed significant changes in study habits and attitudes after completing the program. Study habits and attitudes are measured by the Survey of Study Habits and Attitudes (SSHA).

The Study was composed of college students who participated on a voluntary basis and were administered the SSHA as pre- and post-tests. Students mark answers ranging from whether statements "rarely" apply to them to "almost always" applying to them with "sometimes", "frequently", and "generally" falling in between.

The study skills program covers five areas that are considered essential in developing good study habits. They include time management, taking notes, reading textbooks, taking tests, and writing papers. It is postulated that proper emphasis in these areas will have effect on study habits and attitudes. The SSHA has four subscales; Delay Avoidance, Work Methods, Teacher Approval, and Education Acceptance, that can be summed up to obtain scores on study habits, study attitudes, and study orientation.

At the beginning of the school year, announcements were sent throughout the campus indicating that workshops on developing effective study skills were being offered. The time, dates, location and content were listed.

During the first session, the research endeavor was explained and the SSHA pre-test was administered. At the end of the ten week session the SSHA post test was administered. Test results were compiled and prepared for analysis.

A pre-test/post-test design was used to evaluate change, although change would result from learning through previous testing. This was considered in the conclusions.

To test for statistical significance, Chi-Square was used. The null hypothesis was rejected at the .05 level of statistical significance.

The Early Warning System

Ruth E. Benns, Counselor/Research Coordinator,
University of Maryland, MD

#091

Colleges and universities are increasingly being faced with the problem of the attrition of minority students from higher educational institutions. The research literature supports the existence of a relationship between grade point average and persistence in college.

The "Early Warning System" (EWS), an academic monitoring device, was developed by this researcher and implemented in the College of Engineering at the Michigan State University (MSU) to impact minority sophomore, junior and senior engineering students leaving the college

#091 cont'd

because of poor academic performance. The research investigation of the EWS academic monitoring device, included a summative and formative evaluation. Hypotheses were generated, and comparisons were made between treatment and control groups.

Results of the statistical analysis phase of this investigation supported the premise that the Early Warning System had an effect. In addition, there was evidence that from the first to the second implementations of the EWS, program improvement was noted.

Excellence in Education: Are Minorities Included

Bernard Lee Green, Instructor, Valdosta State College, GA

#092

Recruiting and retaining minority students for colleges and universities remains a challenge, but with new program initiatives for the minority student, this situation may change. There is a crucial need for institutions to consider retention programs and to implement these programs. If these institutions continue to neglect issues of importance to minorities, they waste a valuable pool of human potential.

Included in the presentation were examples of various retention programs that have been implemented. The retention program at Valdosta State College, the Minority Advising Program (MAP), is a good example of how one institution is taking the initiative to improve the chances of a minority student getting a degree. This program has been very successful in helping the minority student adjust to the college life of a predominantly white institution. The students have been quite responsive to the program. The faculty and staff, Black and white, have been very instrumental in making this program a success.

Still this is only a small effort to aid the minority student. Much more work needs to be done in other areas to ensure that all students are treated fairly regardless of race or socio-economic status.

Summer Enrichment Program: A Plus for Minority and Disadvantaged Premedical and Predental Students

Lillian B. Poats, University of Texas, TX
M. Maxine Hammonds-Smith, University of Texas, TX

#094

The Summer Enrichment Program (SEP), a service provided through the area of Student Support at the University of Texas Health Science Center at Houston facilitates the entry of a greater number of minorities into health professional schools. The SEP Program provides a realistic perspective of a medical/dental education; gives minority students practical experience in the fields; increases their knowledge in the basic sciences; enhances students' organizational and study skills as well as their performance in taking objective tests, and enhances their chances of success in the application and admission

#094 cont'd

process to medical or dental school.

Since the inception of the program in 1978, 1,167 individuals have applied for enrollment in the eight week program. One hundred and thirty-five individuals have participated in the SEP Program. Of the 135, 43% were Black, 53% Mexican-American and 4% were other.

Since the beginning of the program, 80% of the participants have applied to medical or dental school while sixty-seven percent have enrolled. Forty-four percent of these students were accepted by the University of Texas Health Science Center at Houston and 25% matriculated. As of 1987 20% of the students enrolled in medical or dental school had successfully completed their program of study while 20% were currently enrolled.

The Role of the Academic Library and Faculty in the Retention of Black Students in Higher Education

Mary L. Smalls, South Carolina State College, SC

#095

The purpose and role of the academic library should link with the faculty and institution in the pursuit of performance, achievement, and retention of Black students in higher education. This linkage can be explored through avenues such as outreach programs, classroom preparation, and instruction sessions. These programs should guide students from point of contact through their years of study.

The programs and services of the library can provide a diverse and personalized approach to meeting differences in information processing capabilities and ability levels of students that faculty face in the classroom. Librarians can support faculty in developing a competent and qualitative knowledge base of information for students to become independent, self-directed, and lifelong learners.

In an effort to retain Black students and attract others, librarians and faculty must develop an active partnership that will enhance students' learning skills and abilities. Foremost is the necessity to understand Black culture and how it relates to the way students identify, evaluate, interpret, digest, and use information. An understanding of the how and why will translate into identifying the information-seeking behavior characteristics students use to satisfy their educational, personal, and recreational information needs. Secondly, use of the library must be heavily integrated and extensively applied throughout the curriculum.

This presentation demonstrated a campus-wide commitment can focus on designing programs tailored to meet individual needs and abilities. The importance of information teams of librarians and faculty essential to effective retention strategies, was stressed. Innovative programs, needed to encourage students and give them confidence to master and achieve academic skills, were shared.

A Descriptive Analysis of the Structural Components of Summer Programs for Improving Minority Freshmen Student Retention at Predominantly White Universities

Howard J. Miller, Minority Affairs, SUNY Health Science Center, NY

#098

A telephone survey of 20 predominantly white universities was conducted over the 1987 Summer. Fifty percent (n=10) of the universities operated summer programs which focused on improving minority student retention, and the other half (n=10) did not. Research findings were reported on the similarities and differences in the structural components of the two categories of programs operated by these universities, with particular emphasis placed on such components as the program's background traits, student focus, program goals, and program design.

Minority Student Retention in a College of Nursing

Barbara A. Haynes, University of Illinois, IL

#099

The retention of ethnic minority students in colleges and universities is a problem of long standing. Faculty, academic skills counselors and administrators have been seeking ways to decrease attrition in colleges that produce health professionals. As the number of minority students being admitted to college decreases, the importance of improving and increasing retention becomes even more vital. A retention model has been developed for use in a college of nursing at a large urban predominantly white midwestern university. This model was presented and discussed in this seminar.

The Urban Health Program is a minority recruitment and retention program that is implemented in each health profession school. The College of Nursing retention model includes:

(1) Early identification of and contact with newly admitted minority students by Urban Health Program staff;
(2) Special orientation/advising meetings between new students, returning students, Academic Skills Counselors, Urban Health Program staff and peer tutors prior to matriculation
(3) Diagnostic testing by an Academic Skills Counselor on an individual voluntary basis
(4) Use of peer tutoring and supplemental instruction;
(5) Informal group meetings of students and Urban Health staff prior to mid-term exams and throughout the year;
(6) Monitoring academic progress of minority students by talking with them, their teachers and the peer tutors.

REAP: A Retention Program for Nontraditional Students in a Predominantly White College of Nursing

Peter M. Wachs, University of Tennessee, TN
Muriel C. Rice, University of Tennessee, TN

#100

#100 cont'd

The primary objective of the Retention Enrichment Activities Program (REAP) is to increase the number of students in the University of Tennessee, Memphis College of Nursing who come from populations which are not traditionally well-represented in the nursing profession. The program has three main components:

1. A two-week career development program for high school students and college freshmen which includes career related experiences and observation opportunities combined with analytical/study skill development and self awareness seminars.

2. A six-week prematriculation enrichment program for accepted students in which participants receive partial credit for coursework required in the first academic term. In addition, students participate in self-awareness seminars and receive a thorough orientation to the campus. Participants in the program have shown a higher mean GPA in their first quarter than comparison groups from the same and previous classes.

3. An ongoing comprehensive academic support program which includes tutoring, academic skill development, personal and academic counseling and monthly stipends. The response to the tutorial and counseling assistance is steadily growing and all of the students who have received stipends have remained in the College of Nursing full-time.

The presenter shared the content and rationale for the REAP activities, plus suggestions for offering similar programs.

The Fenway Retention Consortium: A Model Program
Bard R. Hamlen, Simmons College, MA
#102

The Fenway Retention Consortium, with Simmons College as lead institution, is a group of 17 Boston postsecondary institutions and 7 Boston Public Schools whose joint goal is the increase of enrollment and retention of Boston Public School graduates (the majority of whom are minorities) on area postsecondary campuses. The Consortium is supported by the Jessie B. Cox Charitable Trust.

The Consortium is one of the initiatives growing out of the University Agreement, a reciprocal agreement signed in 1983 between 23 Boston area college presidents and the Boston Public Schools. Other goals of the Consortium include dissemination of hopeful minority retention strategies, sharing of resources, and institutional change which fosters retention on member campuses.

#102 cont'd

The presentation described the planning, program implementation, progress-to-date, research findings and evaluation of this project. The presentation was aimed at other practitioners who might wish to pursue a Consortium approach in addressing Black student retention. The Consortium supports the first longitudinal study of the postsecondary retention of Boston Public School graduates. Research challenges, methodology and findings were shared.

The Consortium has sponsored conferences highlighting both hopeful local practices and national models. The Consortium supports joint training, a resource collection, and publishes a newsletter. By supporting joint retention goals, the Consortium attempts to support individual institutional change which fosters minority retention. Program and organizational issues were discussed.

The accumulated experience and research efforts of Consortium member institutions provide an interesting perspective on minority retention issues for urban youth. Further, through college/school pairing dating from court-ordered desegration in 1974, Consortium practitioners and the Director have extensive experience in school/college collaboration and are in a unique position to understand the particular transition from secondary to postsecondary education experienced by urban minority students.

Recruiting and Retaining the Black Student: Do We Meet Their Needs and Can We Handle the Diversity?

Joann Credle, Indiana University of Pennsylvania, PA

#103

The purpose of this presentation was to enhance the knowledge of potential advisors and other professionals working with Black students by providing the former with a recruitment and retention model. The recruitment and retention model was discussed in relationship to building rapport between advisors and Black students. The issue of increasing admission standards for Black students was addressed, and participants were assisted in identifying how effectively their institutions are serving Black students.

According to Willie and McCord (1972) one issue in advising Black students is their basic distrust of advisor. Professional workers must be cognizant of the fact that rapport must be established before other efforts are made to assist Black students. An institution which develops a reputation in Black communities as one which provides little more than financial support to Black students will soon have difficulty in recruiting qualified Black students.

The recruitment and retention model highlighted was based on a recruitment and retention plan developed by Varhely and Applewhite-Lozano (1985) and on advising programs developed by O'Baron (1982), Thomas and Chickering (1984), and Crockett (1982). Although the authors mentioned above were addressing the needs of all students, there are components of their work that seem particularly appropriate

#103 cont'd

for addressing the needs of Black students. Participants were asked to examine and critique the proposed model and encouraged to brainstorm about how this model could be adapted for their institution.

Becoming a Master Student: An Opportunity for the Students You Teach

Evelyn A. Kelly, College Survival, Inc., SD

#106

This presentation focused on two of the Power Processes from the textbook, Becoming a Master Student by David B. Ellis. This textbook is being used in freshman orientation and similar classes on more than 1000 college campuses. It is a resource for new college students and a comprehensive collection of tools, techniques, hints, ideas, instructions, examples, methods, procedures, processes, skills, resources and suggestions that help in adjusting to and succeeding in school.

It is time for minority students to know that they create their own experiences. Knowing that "they" get to choose their reaction and response to the circumstances that can shape their life is powerful. Students can learn to use that power as an effective tool to handle classroom as well as life situations to become successful.

Becoming a Master Student is a tool that can aid in the interaction between students and teachers and can make a difference in the lives of Black students as they become the "master student" that is inside each of them.

Developing a Model for Black Student Retention: A Challenge for Title III

Rose M. Yates, Title III Coordinator, Oakwood College, AL

#109

The enrollment trends in colleges and universities are on the decline and the dropout rate continues to grow in spite of many interventions, i.e., remedial courses, academic advising, etc. Further, "the number of high school graduates will continue to decline well into the 1990s" (Smith, 1986). These and other issues are critical for Historically Black Colleges and Universities (HBCUs) that are already troubled with limited resources.

This presentation on student retention presented the Title III Program of the Higher Education Act of 1965, as amended, as a critical integer in the institution-wide retention model. The Title III Programs at HBCUs have had a fundamental role in upgrading and strengthening these institutions in the areas of student services, faculty and academic development, and general administration. Specific activities funded in these areas include remedial/developmental programs and learning resource centers to get students more involved in their own education. Turnbull (1986) stated that anything that increases student involvement or student commitment also increases retention.

#109 cont'd

This presentation offered a conceptual framework based on the assumption that retention will improve as student involvement increases. Also, the model was enhanced with data on a select group of southern regional HBCUs that had Title III programs funded in 1982-87. The presenter outlined and discussed strategies used in these institutions through Title III, to impact student retention.

Black Students on White Campuses: Issues and Concerns

Seymour Bryson, Dean, College of Human Resources,
Southern Illinois University, IL

#110

Many predominantly white institutions demonstrated their compliance with the Civil Rights Act of 1964 and Title VI by opening their doors to large and increasing numbers of Black and other minority students. Now more than 20 years later, the goal of effectively recruiting and retaining minority individuals in American higher education remains. It's a complex mystery which concerns administrators at a number of institutions.

Many universities are currently experiencing decreases in minority student enrollment and retention. Is it possible that policies promoted and procedures used by university administrators have outlived their usefulness? Or is it possible that, over time, the situation has become so complex that administrators are overlooking issues that the minority student finds relevant to his/her decision to attend and remain at a selected institution? Research has highlighted the small numbers of Black faculty and staff members as a major factor in these decisions.

These questions and other concerns prompted Black staff members at a large Midwestern university to conduct a systematic investigation of Black students, faculty and staff members to determine how they perceived the impact of various factors on Black student recruitment and retention. Questionnaires which solicited a wide range of information, were administered to approximately 200 Black students, and 40 Black faculty and staff members. These questionnaires were intended to explore individual perceptions of specific phenomena that exist in predominantly white university settings.

The study focused on racial discrimination that Black students, faculty and staff members are still facing in higher education. The results of the study identified points where discrimination and segregation practices affected academic and social processes, and the recruitment and retention of undergraduate Black students, and professional development and retention of Black faculty members.

Relationships: Linkages as a Retention Strategy

Dorothy C. Hardy, Associate Dean, Admissions and
Records, Southeast Missouri State University, MO

#114

#114 cont'd
These cost-effective steps, initiated by a Student Services Administrator at Southeast Missouri State University, have developed campus-wide linkages with academic departments, thus improving relationships. The benefits were important in forming a coalition to curb the problem of Black student retention.

Black Student Retention: Integrating Philosophy and Science into Pragmatic Applications

Hymon T. Johnson, University of California, CA

#115

No education is complete which does not take into account the need to approach human development from the point of view that we all are three-fold beings body, mind and spirit--who are integral parts of the objective and relative conditions under which we live. Thus, building on an integrative system model which incorporates principles of interconnectedness, interdependence, and action and reaction, it is possible to draw a number of educationally significant conclusions which are pertinent to Black educational development and persistence.

The framework presented and discussed in this paper attempted to build a conscious appreciation for the variety and extent of forces which influence the character, will power, and affective well-being of Black students, and thus their foundation for meeting the intellectual and social-psychological challenges of persisting in higher education. The educational technique must recognize that substantive change in the collective condition of Black students can only result from experiences designed to provide increased spiritual and mental strength, better and more consistent focus, and greater self-awareness and discipline.

A summary of the principles and values underlying this approach and examples of self-empowering experiences was provided. This summary indicated that true education is an inside-out process and that it is not only for making a living, but that it is for living and life itself.

To Identify Affective Personality Characteristics Associated with Academic Achievement, Incidences of Attrition, and Probationary Status among Freshman College Students

Helen Brantley, South Carolina State College, SC
Mary Chambers, South Carolina State College, SC
Donald Small, South Carolina State College, SC

#116

This presentation gave an overview of an earlier study conducted at South Carolina State College. The study was designed to identify salient affective personality characteristics associated with academic achievement, and incidences of attrition, and probationary status among freshman college students. The dominant guiding assumption of the study was that a host of affective qualities of freshman students may enhance or impair academic performance and, accordingly, contribute significantly to attrition rate, and probationary status.

#116 cont'd

The sample for the study consisted of just over 500 freshmen students selected randomly from the roster of freshmen initially enrolled during the 1985 and 1986 fall semesters. The **Edwards Personal Preference Schedule**, measuring 15 factors of personality, was administered by the college counseling office under the Freshman Orientation Program. Attrition, probationary status, and GPA data for the group were obtained from the Office of Admissions and Records at the college.

The study sought the answer to the following problem questions:

1. What personality characteristics are associated significantly with college grade point average (GPA), attrition rate, and probationary status among college freshmen?

2. What combination of personality characteristics best predicts college grade point average (GPA), attrition rate, and probationary status among college freshmen?

Addressing Black Student Retention: Mentors Offering Direction, Encouragement, and Leadership Strategies Toward Success

Frank E. Dobson, Wright State University, OH
Yolanda B. Brooks, Wright State University, OH

#117

This presentation focused on the mentoring program MODELS Toward Success. The program, centered in the Bolinga (Minority) Cultural Resources Center, is also supported by the Offices of the Vice President for Academic Affairs and the Vice President for Student Affairs. The aim of the program was to facilitate the adjustment of minority first-year students to the campus community and facilitate their retention and graduation. During the presentation, the significant components of the program were highlighted: the methods of academic monitoring and intervention, cultural exposure and enrichment, personal and professional development and data collection. Problems within the program as well as strategies for improvement were addressed. Recognizing the magnitude of the issues relating to Black student recruitment, retention and graduation, this program has demonstrated in one year how many problems of freshmen can be remedied or even prevented with early intervention and continued support.

Blacks in Social Sciences Association and Summer Academic Enrichment Program: Support Models for Minority Students at University of California

Christina Rivers, Academic Counselor, University of California-Irvine, CA

#118

The Irvine campus of the University of California is a mid-size predominantly white institution. Its Black undergraduate population is approximately 3% of the total undergraduate population. Such a

#118 cont'd

small body of Black students makes it difficult for these students to feel as though they are an integral part of the campus. The Blacks in Social Sciences Association (BSSA) is an effort by the School of Social Sciences to address the needs and concerns of its Black students and, ultimately, to retain these students. The BSSA discussed in terms of its effect as a support group and provider of role models for UCI's Black majors in the social sciences. An overview of the BSSA's goals, achievements, and short term effects on retention was given.

The Summer Academic Enrichment Program (SAEP) is a six week summer residential program designed to help affirmative action students with a minimum GPA of 2.8 to become outstanding students. The session involves intermediate statistics and statistical computing along with a course in analytical thinking, reading, and writing. Participants earn a total of 10 units, and the program is offered at no cost to the student. Enrollment fees, room, and board are covered by the School of Social Sciences. Participants are found to have achieved considerable academic success after completion of the program, and many have been accepted to nationally esteemed graduate programs. A statistical analysis of the program was also reviewed.

Social Welfare Needs of Black Students as Factors in Retention

Barbara W. Emerson, Queens College, NY

#119

This study examined the relationship between noneducational problems and academic performance. The Ecological Perspective common to social work and student personnel work theory is the framework of the research. The hypothesis is that the presence of unmet social welfare needs decreases retention/achievement. Needs are identified in five social welfare areas: health, housing, employment, social services and income maintenance. Correlation analysis is employed to explore the relationship between problems in these areas and retention/achievement variables. The sample consists of 82 educationally and economically disadvantaged students retained through the fourth semester at the leading urban, public university in the nation. Surveys were used to investigate perceived and normative needs of subjects enrolled in the Search for Education, Evaluation and Knowledge Program (SEEK) - a twenty-year-old educational opportunity program authorized and funded by the New York State Legislature.

While other retention studies take as their starting points the background variables that the student brings to college (high school average, basic skills achievement); the fit between the student and the institution; or noncognitive variables, this study was an innovative attempt to look at nonacademic needs of students as those needs and their lack of fulfillment impinge on performance and persistence.

Recruiting Black Students for the Teaching Profession

J. Don Arrington, Indiana/Purdue University, IN

#120

The purpose of the research was to determine why so few Black students are majoring in education and entering the teaching profession. The research focused on interviews with university administrators, faculty, staff and students; interviews with public school administrators, faculty and students; and interviews with community and religious leaders. The interviews will be analyzed to gain specific information used to communicate this issue to the Indianapolis community and most especially to alert the community and university leaders of this crisis and the impact it will have on schools of the future.

Statewide Retention Efforts in Kentucky

Lucinda H. Spangler, Kentucky Council on Higher Education, KY

Roy P. Peterson, Kentucky Council on Higher Education, KY

#121

Statewide retention efforts in Kentucky have recently taken on new emphasis. The Council, in cooperation with the eight public universities, has developed a series of activities and studies to assist in reducing retention problems and in enhancing the college-going rate. These activities and studies fall into three general categories: 1) appropriations and activities related to current college students that assist in academic and social adjustments (study tables, role models, mentoring, course enhancements and advisement studies); 2) appropriations and specific programs to assist in addressing anticipated retention problems (retention studies, high school and college counselor workshops, precollege curriculum advisement and studies); and 3) specific programs designed to enhance early consideration of college as a viable option (e.g., Forward in the Fifth, PEPP, Governor's Program).

The Council believes that these efforts will have long-range, positive influences on retention while increasing the number of students who successfully matriculate in Kentucky's colleges and universities.

How Organizational Structure Contributes to the Success Rate of a Black Student Retention Program at a Predominantly White Institution

Mack Davis III, Coordinator, Project Thrust, University of South Florida, FL

#122

The purpose of this paper is to familiarize the reader with a successful retention program for Black students at the University of South Florida. The success of the program can be attributed in large part to the unique structure of the program. Unlike most retention programs, Project Thrust's professional staff is located away from the Project Thrust office and permanently housed within the advising unit of the college to which they are assigned.

An Analysis of Characteristics Influencing the Withdrawal of Academically Eligible Black Students in a Predominantly Black University: 1981-1984

Ernest L. Pickens, Assistant Dean, Morgan State University, MD

#123

The purpose of this study was to (1) find out why academically eligible students withdraw from a predominantly Black university, and (2) to determine whether there were any significant differences among their reasons given for withdrawal. The population consisted of 624 students who processed withdrawals through the Center for Counseling and Academic Advising at the University during the 1981-83 academic years.

The subjects used in the study were those full-time, academically eligible students who withdrew from Morgan State University. They represent a consistent population both in range of admission criteria presented at the time of admission and in adherence to undergraduate admissions requirements which have not undergone extreme changes in recent years.

The results of the data analyses related to two research questions. All data were analyzed using chi-square. The findings of this research prescribe the general conclusion that these academically eligible students withdrew for problems which can be classified under one of five categorized groups of reasons; and that there are significant differences between reasons given for withdrawal.

Time of Registration and Academic Performance of Grambling State University Students: An Empirical Investigation

Tewelde B. Zerom, Grambling State University, LA

#126

The rather high incidence of a significant segment of the student population matriculating in many Historically Black Colleges and Universities being on probationary status, or worse, being on suspension, is a policy area which of late is of prominent concern to Black educators, policy-makers and decision-makers. Addressing this policy problem within the context of a systematic mode of inquiry and with the objective of developing possible remedial solutions is in order. A two-sample test was performed and the testable statistical hypotheses were: $H_o : U_1 - U_2 = 0$

$H_a : U_1 - U_2 = 0$

where,

H_o = null hypothesis

H_a = alternative hypothesis

U_1 = hypothesized mean GPA of late registered students

U_2 = hypothesized mean GPA of students who registered on time

#126 cont'd

The presenters gave an overview of their test and the implications for retention.

Impact of Education Reform on Children at Risk

Ramon H. MacFarlane, Representative, Human and Civil Rights Division, National Education Association, DC

#127

This presentation looked at what has happened and is happening as educational agencies at the local, state and national level launch a variety of education reform initiatives designed (purportedly) to prepare public school populations in meeting the challenges of the future and the risks of the present. The Nation At Risk report has warned that action to save our public schools is imperative and that a "rising tide of mediocrity" is engulfing our nation's public schools. Further, it is the "nation's youth who are most at risk." The National Council on Excellence in Education described those most at risk as "key groups of students, such as the gifted and talented, the socioeconomically disadvantaged, minority students, and the handicapped." In looking at the many reports that have surfaced in response to the Commission's report, we have found little to support the statement advanced by that report that equity and excellence ought to be joint goals of school reform. Rather, it seems that many initiatives being implemented by school districts, state legislatures, or even state departments of education, are conspicuously devoid of any measures that remotely address equity on an equal par with excellence. It is the concern of the National Education Association that the process of pursuing excellence, equity and/or equitable treatment of these "key groups of students" be as true in practice as it is in theory.

Personality Type and Student Retention at a Historically Black University

Louise V. Burroughs, Lincoln University, PA

#128

This report described the relationship between personality type as measured by the Myers-Briggs Type Indicator (MBTI) and student retention, academic performance, and choice of a major at a Historically Black University.

This study (1) compared the type profiles of the freshman cohorts, 1983 through 1986, with their respective freshman to sophomore retention patterns, (2) examined type and first term GPA, and (3) compared the type profile of the 1983 cohort with choice of a major, GPA, SAT scores, terms on probation, terms enrolled, and persistence to graduation in four years.

The MBTI profile of the research sample was different from that of a traditional liberal arts student body. It is noteworthy that three -fourths of the students in this study (N=844) preferred concrete rather than abstract thinking. Since type is related to academic

#128 cont'd

aptitude, achievement, and interests, the profile of a given body of students was important to faculty and staff who wanted to understand and serve the needs of students. The degree to which we can respond to this information will be reflected in our impact upon student retention.

The findings of this study have broad applicability at universities in the areas of academic advising, career counseling, tutorial services, teaching methods, personal and interpersonal counseling, group dynamics, and residential life programming.

Retention Programs for Minority Athletes

Korla T. Woods, University of Utah, UT

#129

The presentation was based on the University of Utah's attempt to remedy some of the atrocities that plague minority athletes in intercollegiate sports. During the Summer of 1985 the Athletic-Academic Workshops began. This program was designed to address the problem of academic deficiencies among minority athletes. The goal was to set up a program that would aid the student-athletes in adjusting to the University of Utah, the State of Utah, and to help them achieve academic success. The workshop is offered to incoming freshmen and junior college transfer football players. The program is divided into seven sections that are taught by university faculty and staff. The sections are as follows:

1. Academic Expectations
2. Library Skills
3. Adjusting to the New Environment
4. Communication Skills
5. Time Management & Study Skills
6. Career Guidance
7. Drug Awareness

A State-Supported Retention Program for Black Male Students at a Predominantly White Community College

Mary L. Brown, Project Coordinator, College Success Program, Prince George's Community College, MD

#130

Thanks to a grant from the Maryland State Board of Higher Education, Prince George's Community College (a college of 23,000 full and part-time students, 38% Black, located about eight miles northeast of Washington, DC) has mounted a year long retention project aimed at helping the first-time, full-time Black male student achieve his academic and career goals. This student population was shown to have the highest attrition rate at PGCC. The program adopts a "holistic approach" to minority student retention which is exemplified in its objective "to improve the minority student's adaptation to the

#130 cont'd

predominantly white campus environment." To implement this objective, students participate in skills workshops, role model sessions, trips to businesses, cultural events and are assigned a mentor.

Because the institution recognizes retention as more than a student issue; a faculty and staff cultural awareness component is included in the program. Faculty participate in workshops and seminars focusing on the learning styles of minority students and multicultural communications in the classroom. The aging, predominantly white faculty are presented with information on new and alternate methodologies and teaching techniques to use in their classroom.

Mentoring and Kinship Theory - A Winning Combination for Black Students on Predominantly White Campuses

Arnold T. Hence, Middlesex County College, NJ
Fannie Gordon, Middlesex County College, NJ

#131

The practice of mentoring is becoming very common in higher education as a way to address the attrition problems experienced by many colleges and universities. For most African-American students, mentoring can be quite effective on an individual basis. When coupled with the understanding and effective utilization of kinship theory, however, the collective environment can begin to improve for African-American students on predominantly white campuses. This session discussed the connection between mentoring and kinship theory and how both are utilized to increase the retention of African-American students on one predominantly white campus.

Exemplary Projects designed to retain Black and Minority Students who enroll in predominantly White colleges: A survival Kit for Students, Teachers, and Administrators

Marietta Scott, Coordinator of HELP Program, Professor of English and Literature, Coordinator of Mentor Programs, Sacremeto City College, CA

#134

Many college administrators and some instructors make a basic assumption that students who enroll are ready for college. In many instances, this is far from true. Often we find that they lack study, life and career skills and unfortunately, skills that show that they posses the language of the college. Therefore, these types of students enter college but are seldom retained. This workshop discussed early recognition of this type of student and a variety of exemplary strategies designed to give students the support that they need to succeed on a predominantly white campus. This problem is particularly acute today when financial aid is almost non-existent. This presentation presented six exemplary projects: HELP (Higher Education Learning Package), The Mentor Program, College Success, Puente, Project Go and Black Students Excell course outlines, follow-up studies and some videos were available. Discussion included how to design the programs, how to present them for acceptance, how to

#134 cont'd

recruit students, how to "sell" it to the faculty and how to seek funding from outside sources, if necessary.

Peer Counselors vs. Peer Tutors

Lisa Brown, Coordinator, Peer Counseling Program,
University of Akron, OH

#136

The loss in the retention of Black students at institutions of higher education (colleges/universities) has not gone unnoticed and has created an alarm of concern. According to the annual report issued last fall by the American Council of Education, Black enrollment declined fully 11.9 percent at graduate and undergraduate professional schools between 1980-1984. This is alarming, considering that the number of Black high school graduates was on the rise during this period.

Here at The University of Akron we have instituted a system to combat the problems of assimilation and acclimation that many Black students encounter at predominantly White institutions-- through peer counseling. In the Peer Counseling Program, an upper-class student who has displayed leadership qualities, academic excellence and a concern for the retention of Black students, is matched or "mentored" with a new, incoming freshman student. The Peer Counselor's role is to act as a director to the new student. They expose and lead the students to the resources available to them at the University, which helps to insure their success as a new student. The Peer Counselor is not a tutor but, more importantly, a friend. Providing new students with these "resourceful friends" helps us to insure the successful matriculation of Black Students.

Enhancing Educational Opportunity for the Differently Advantaged: Retention of Minority Adults

William E. Anderson, Director, Minority Services
Program, Metropolitan State University, MN

#137

Access to postsecondary educational opportunities for Black and other minority young people has long been a concern of parents, educators, community and corporate leadership and elected officials. However, the decade of the 80's has thus far been one of disappointment for many Black Americans. We have witnessed the erosion of much of the progress that had been made in the two previous decades. Not only has the participation rates for Black students decreased, attrition of Black and other minority students is approaching an all time high.

In October 1981, Metropolitan State University established the Minority Services Program as part of its institutional response to a growing body of evidence which indicates that even in the last quarter of the twentieth century, ethnic minorities of color continue to be, as a group, those least prepared to participate in this country's opportunities. The program at Metro State is designed to identify and

#137 cont'd

address the unmet educational, and corresponding supportive service needs of minority adults residing in the Twin Cities (Minneapolis/St. Paul) metropolitan area. These adult learners may have participated in postsecondary education in the past, but have been unsuccessful in completing a baccalaureate degree program in traditional institutions.

The presentation discussed the process of institutionalizing the services without diluting the services and/or the identity of a focused effort to attract, retain and enhance the postsecondary experience of Black adult learners as they pursue the baccalaureate, and ideally, graduate and professional degrees.

The New Jersey Plan for Black Student Retention in Higher Education through the Educational Opportunity Fund Program

Kwaku Armah, New Jersey Department of Higher Education, NJ
Bobbie Perdue, Rutgers, The State University of New Jersey, College of Nursing, NJ

#138

The purpose of this presentation was to share the results of the comprehensive Educational Opportunity Fund (EOF) state program which has evolved into a national comprehensive model for recruiting, remediating, retaining and graduating Black students in higher education. The co-presenters demonstrated how research findings can be used to increase resources for Black student retention programs on a statewide basis. Finally, examples of ways to adapt statewide models to a solo college program were discussed.

EOF maintains programs on 54 campuses throughout New Jersey. Current funding policies require the allocation of funds to be based on performance criteria which takes into account ethnicity, place of residence, type of high school attended and incomes of household. Institutional recruitment and retention initiatives are also judged for their effectiveness in providing access to Black and Hispanic students. As part of the New Jersey State Master Plan for Higher Education, public institutions are required to enroll 10% of EOF students as part of their entering fall first-time freshman class. The EOF Board monitors this requirement annually.

Towards a Model for Minority Retention

Melvin Davis, Human Resource Services, Inc, NJ

#139

While a Fellow with the Educational Testing Service, Princeton, New Jersey, the author conducted a comparative analysis of 27 predominantly Black and white independent colleges. Variables of interest included perception of presidents' leadership styles, financial ratios, organizational climate, goals discrepancy, leadership identity, and characteristics of governing boards. The sample consisted of 272 faculty members, 120 administrators, 143 governing board members, and 2096 junior and senior level students.

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Given the findings of the ETS sponsored study, the author formulated a model for minority retention. This model includes institutional climate, fiscal viability, presidential leadership, and governing boards. The interaction between these components of the model significantly influences student retention. Furthermore, these components determine the capacity of the institution to survive or remain viable.

Presentation of the model included a summary of findings and a discussion of recommendations. The presentation was beneficial to those interested in minority retention because used results from a comparative study involving over 2,000 persons to formulate a model of student retention. Also, the presentation presented a perspective of predominantly Black independent colleges which was both inspiring and challenging in considering the future of Black institutions.

Can the University's Attention Increase Retention: Acknowledging the Hidden Agenda

Farrell J. Webb, New York University, NY

#140

Why are so many Black students leaving institutions of higher education at a time when a college degree is essential to any significant increase in minority economic status? Smith and Welch suggest that Blacks are leaving college because the advantages for them are not as beneficial as they are for Whites. But what if the retention problem really lies within the hidden agenda of the university itself, and the misperception of the Black students in attendance?

This paper examined the structural problems of the American university system as they undermine Black student retention. It draws upon Berger and Luckman's theory of "reality construction" to expose Black students' misperceptions of the academy and the myths about what it can do for them. The presenter showed how minority student attrition is really an outgrowth of other problems plaguing contemporary American education.

The presenter further suggested a dual plan of action that universities and Black students can use to increase the minority retention rate. The first step involves the development of more open, personal approach to students on the part of the university. The second step involves the development of a more professional attitude on the part of Black students.

Office of Academic Support and Instructional Services (OASIS)

Alonzo Anderson, Assistant Director, Academic Support Services (OASIS), University of California, CA
Farrell J. Foreman, Coordinator, Scholars' Writing Workshop, University of California. CA

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OASIS is a cluster of services which together constitute the university's academic support program. It has the campus-wide mission of promoting the retention of all students through programs that help develop independent learners. Within this large mission, OASIS has a special interest in SAA students. This particular interest is implemented mainly through the Summer Bridge and the Academic Success Programs. They are at the center of the department's SAA retention efforts. The Summer Bridge is a four-week residential program which provides an early opportunity for entering SAA freshmen to gain confidence in their ability to meet the new academic, personal, and social challenges which await them at UCSD. This year's Summer Bridge took place August 14 through September 12. The program, which has prepared entering SAA students for the academic rigors of UCSD since 1978, has grown from an original enrollment of 29 students to an expected 1987 enrollment of 200 students. Each year the program is evaluated and modified where appropriate, to meet more effectively the needs of its student body. This presentation provided participants with an opportunity to learn and ask questions about the curriculum, academic support, and residential programs offered through the Summer Bridge Program. Participants also discovered how Summer Bridge extends into the academic year through the activities of the Academic Success Program.

Erie Community College-Empire State College Transitional Program
Imani Lillie B. Fryar, Empire State College, NY

#143

This program prepares minority students for success in transferring from a junior college to a senior nontraditional college, implementing a specific control of an articulation agreement between two institutions. This articulation agreement guarantees transfer credit within comparable disciplines. This control was targeted because of the underrepresentation and low retention rate of minority students. Empire State College uses one-to-one contact with faculty, offers college credit for experiential learning and is part of the State University of New York System, making it financially assessable.

Workshops in college survival skills such as time management, english composition, research skills or other areas deemed necessary by the student are provided while the student is in his/her final semester in the junior college, and may be continued until the student is ready to enter the senior college. The student has access to a minority faculty advisor from the senior college on site at the junior college. The program began in November of 1986 and while it is premature to assess, student response has been encouraging (10 students enrolled).

A Blueprint for Action: Improving Student Retention Through Institutional Commitment

Delores B. Stamps, Director, Academic Skills Center/
Assistant Professor of Administration, Curriculum and
Instruction, Jackson State University, MS

#145

The presentation discussed an institution's blueprint, i.e., model for improved student retention and performance. Recently implemented, this comprehensive model illustrated the institution's strong commitment to retaining, educating and graduating its students--many of whom are high risk and/or first generation college.

At the institution the model is referred to as University College (UVC). It is an undergraduate unit which serves as a portal of entry for all incoming freshman as well as for transfer students who are not yet eligible to enter a degree granting department of their choice. Moreover, this unit seeks to provide comprehensive services and resources designed to improve student performance and retention. Specifically, it 1) provides an on-going program of assessment, placement, instruction, evaluation and guidance that prepares students for successful collegiate matriculation; 2) administers the core courses required of all freshman students and 3) provides a diversified program of support services designed to meet the unique needs of the student population.

During the presentation special emphasis was placed on 1) the planning, development, implementation and administration of the unit; 2) the politics involved with the establishment of a lower division; 3) the areas of difficulties and/or concerns currently faced by the unit, and most importantly, 4) the potential benefits to the students and to the university.

Adult Literacy Learners and Higher Educational Opportunities In Massachusetts

Vanessa J. Shannon, Adult Literacy Resource Institute
A Joint Program of Roxbury Community College and the
University of Massachusetts at Boston, MA

#146

Adult illiteracy is one of the pressing problems in the United States. Today a "War On Illiteracy" is being waged and the government is asking for a concerted effort nationwide to help decrease illiteracy. The only hope many of these adults have is to enroll in basic education courses. They have decided not to be one of the sixty million adult Americans living in ignorance and poverty (Kozol, 1985).

Linking adult learners and higher education is crucial because helping a student earn a diploma will do little to improve his/her socioeconomic status. These students need to be provided with financial aid and counseling about higher educational opportunities. For four years a consortium of eighteen colleges and universities has studied issues related to quality in nontraditional education. Some of the schools include: Antioch, DePaul, University of Massachusetts (Boston), among others. They generated criteria for higher education

#146 cont'd

institutions to assess their ability to serve adult learners.

A recent study published by the College Board in 1985, titled "Equality and Excellence" reported on the education status of Blacks. Presently the college participation rates among Black and Hispanic college-aged youth peaked in the mid 1970's and have declined since. The total minority enrollment increased 21% from 1976 to 1984, nearly three times the rate of Whites. However, much of this increase occurred before 1980. From 1980 to 1984, Black enrollment declined.

This presentation included a search of the literature on adult learners and higher education, and excerpts from video tapes developed for use at basic education programs in Boston. They included comments from Dr. Jenifer, the Chancellor of Massachusetts, discussions with college administrators, colleagues from the Adult Literacy Resource Institute, program staff, and adult learners.

Study Groups: A Counseling Strategy to Promote Academic Success

James E. Pope, York College, CUNY, NY
Ina Richards, York College, CUNY, NY

#147

There are many reasons for attrition in higher education, among which are economic, social and family problems. However, one of the main reasons can be linked to academic preparation, lack of knowledge of the demands of being a college student, as well as limited use of support services (tutoring and counseling). A structure is needed that will help students, especially academically underprepared ones improve their study habits and attitudes.

The structure devised was a study skills course conducted by two counselors during the Fall, 1986 semester. The course examined some of the problems and causes of poor academic performance; developed support systems to help students gain useful insight into their role as students; developed coping strategies useful in overcoming academic difficulties; and developed an ongoing structured intervention to curtail poor academic performance.

The course revealed several findings. Foremost among the findings was the realization that academically underprepared students who are experiencing academic difficulties will not voluntarily avail themselves of support services. Students who were motivated benefitted from the course and continued to persist in subsequent semesters. The factor of motivation appeared to be a key factor in any type of success and should be a central part of curriculum design.

A Career Development Program for Minority Student Retention

Dorothy Echols, Director, Cooperative Education, Ramapo College, NJ
Holly Stephens, Ramapo College, NJ

#148

#148 cont'd

The Chancellor of Higher Education for the State of New Jersey has been very concerned about the steady reduction in minority students enrolling in state colleges and universities and about the retention of those who do matriculate. He has asked each state institution of higher education to prepare a recruitment and retention plan.

We believe a contributing factor in this retention problem is the failure of students to see a relationship between their academic studies and future life and career goals. The Career Planning and Placement Office which could help students form goals is rarely used by minority students. The Cooperative Education Office, which is directed by a minority female, still finds minority student use lower than desired. With a resulting lack of career knowledge, lack of professional role models, and exposure to realistic aspirations, students do not have the motivation and skills needed to academically prepare for realistic career expectations. Without the motivation of career direction, students remain reluctant to risk exposure of academic and social deficiencies and to overcome distrust of preferred college services.

Ramapo College of New Jersey has successfully developed a minority career development program which has had a significant impact on the recruitment and retention of minority students. A career counseling program was designed utilizing the Office of the Educational Opportunity Program (EOP) and Cooperative Education. Program activities which would further career/life directedness in minority sophomores and juniors in order to positively affect student motivation, academic performance, and retention were developed. The program consists of a 26 session, October to May schedule that includes computer exposure and heavy utilization of minority professionals as "mentors" to participating students.

Education Equity at CSU-Sacramento: Retention Models

Otis L. Scott, California State University, CA

#149

This panel presentation introduced three program models currently in operation at California State University- Sacramento. These programs were designed to recruit and more importantly, to improve the persistence rates of Black students. Each program model is based on California State University and Colleges (CSUC) system-wide models designed to attract Black, Hispanic, and Native American students and each represents a component of California State University-Sacramento's comprehensive education equity effort.

In existence since 1968, the Educational Opportunity Program is clearly the longest standing education equity effort at CSU-Sacramento. EOP has successfully implemented outreach and retention services for underrepresented, low-income, and disadvantaged students. This presentation highlighted those program features that have proved to be successful in recruiting and retaining Blacks and other underrepresented students.

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The Summer Bridge Program, modeled after the CSUS systemwide Bridge program, offers students academic skills assessment, classroom instruction in mathematics, the language arts and learning skills. In addition, students are provided an orientation to the rigors and culture of the University. The Bridge program has been in existence for three years and has proved to be a successful early outreach model for first-time students and students transferring from a community college.

Developing a Community College Transfer Program for Allied Health Careers

Walter C. Levi, U.S. Public Health Service, DC

#150

This paper described how a Federal program, community colleges and baccalaureate degree granting institutions can cooperate to facilitate the retention of Black and minority students in higher education. Another purpose of this arrangement was to recruit and increase the number of disadvantaged students in allied health careers. The Division of Disadvantaged Assistance is the focal point in the U.S. Public Health Service to remedy the imbalances for health services and health careers among the disadvantaged. Since the minority applicant pool in allied health careers is dwindling for a variety of reasons, new sources and innovative programs are required to address this problem. Community Colleges have been particularly concerned about effective transfer programs, a problem addressed in the Ford Foundation's Urban Community College Transfer Opportunities Program Report. Administrators and faculty from the allied health profession, and baccalaureate degree granting institutions, are also concerned about declining enrollments. Federal funding of grants, cooperative agreements, or contracts for a transfer model to demonstrate effective linkages would be worth replicating to address the expressed concerns of retention, recruitment, and increasing the numbers of minority and disadvantaged professionals in allied health.

The Strategic Learning Systems Method: The Impact of Racism/Sexism/Elitism on Black Student Retention

A. Lee Johnson, Founder/President, Strategic Learning Systems Institute, NY

#152

Dedicated Black students and educators are surrounded by the stress of racism/sexism/elitism. Overtly hostile racial incidents have increased on college campuses and in the community. While it is the African-American student and family who are educational "consumers", it is the characteristics of African-American students, rather than institutional environments, which are often examined to determine the cause for dropout. Through the Strategic Learning Systems (SLS) model aspects of the educational process which the student is rejecting, and which is rejecting the student, were examined and invalidated. Dropout/burnout rates for African-American students/educators are directly proportional to the levels of stress generated by educational

#152 cont'd

environments traditionally Black or traditionally white that permit or do not intervene against racism/sexism/elitism in all forms. Two Special Workshop Sessions introduced the SLS Method, currently utilized by African-American and other students/educators in the U.S. and abroad to increase awareness of the historically-specific, socioeconomically-generated matrix of unexamined, unaware belief systems which truncate the individual's power to affirmatively intervene in invalidating circumstances/racism/sexism/elitism--the Invalidating Paradigm.
The SLS model accomplished the following:

1. Reinterpreted the effects/impact of the Invalidating Paradigm, particularly in educational environments
2. Demonstrated a method for transforming the Invalidating Paradigm into the Affirmative Paradigm--affirmative intervention, maximization of self-esteem, freedom, justice, equality, and dignity
3. Demonstrated how the individual "colludes" with invalidating environments, e.g., "The Self-Esteem Conspiracy", in which the individual "conspires" with invalidation by believing that she/he or her/his group is unattractive/unintelligent/powerless based on unaware, self-limiting frames of reference
4. Demonstrated that the results of collusion and the Self-Esteem Conspiracy in an invalidating educational environment are dropout and burnout
5. Demonstrated that transforming collusion and the Self-Esteem Conspiracy into affirmative intervention results in high rates of retention in affirmation educational environments.

Cluster 5 - A Model for Student Retention

Lenus Jack, Jr., Dillard University, New Orleans, LA
Marva Smith, Dillard University, New Orleans, LA

#154

Dillard University has organized clusters to facilitate learning, teaching, counseling and administering freshman students. There are four Clusters. Cluster 3 is designed for pre-Nursing students.

Students leaving Clusters 1, 2 and 4 after the freshman year may enter the Division of their choice, but Cluster 3 students must meet specific requirements for admission to the Division of Nursing. Cluster 5 has been devised to advise and retain those sophomore students from Cluster 3 who have not obtained admission to the Division of Nursing. Previous to the formulation of Cluster 5, pre-Nursing students were left to construct individual curricula and obtain advice from their freshman advisors. The majority of Cluster 5 students were those with low grade point averages due to deficiencies in reading, writing and computation skills. A smaller number of students in cluster 5 would be those who failed to take a required

#154 cont'd

course of the pre-Nursing test and should obtain admission to the Division of Nursing after one semester. Cluster 5 is utilized as an elective, the interdisciplinary course, Urban Studies 451-Scientific and Technological Research-to develop student proficiencies in reading, writing, analytical and computation skills.

It is hoped that deficiencies will be removed in students' sophomore year. It is further hoped that students will be accepted into the Division of Nursing or a Division of their choice by the end of their sophomore year.

Georgetown University Law Center Tutorial Program
Everett Bellamy, Assistant Dean, DC
#155

For fourteen years, Georgetown has offered a tutorial program for first-year students to address the special needs of those students who may encounter some academic difficulty in the first year. Participation in the program is totally voluntary. Students are invited to join based on their undergraduate GPA and Law School Admissions Test (LSAT) scores. Although eligibility is not based on race, a substantial number of Black students participate in the program.

Since each of the five first-year sections at Georgetown is composed of approximately 125 students, tutorial groups generally consist of about 12-15 students from each section. Each section has one head tutor who meets with the tutorial group for one and a half hours, once per week. Also available are one-on-one tutors for students who need help in specific subject areas. In addition, there is a special writing tutor who is available to evaluate the writing of students who are diagnosed as having a writing problem and to work with those students in correcting their writing deficiencies.

The primary focus of this tutorial system is the building or improving of skills necessary for successful legal study such as reading, briefing and distinguishing cases, legal analysis, notetaking, the use of outside resources, synthesizing bodies of material, exam preparation and exam-taking techniques. Very early in the first semester a diagnostic writing assignment is given to identify any basic writing problems. A syllabus is prepared for each semester so that the pace and materials covered in each section are relatively uniform.

During the second semester, the program concentrates on the three year-long courses property, contracts and civil procedure. Students who did not perform well in the Fall are contacted and encouraged to attend tutorial sessions in the spring semester. There are review sessions for each of the study skills stressed first semester. Moreover, several sessions are devoted to synthesizing and outlining the year-long courses. Professors are invited to a second tutorial session and students are also given a practice final exam question.

Black Achievers Supporting Black Underachievers: A Benefit to Both Student Groups at a Majority White Campus

Louise M. Tomlinson, University of Georgia, GA

#156

At a majority white campus, a Black honor society group provided tutorial services to a developmental studies group. Both groups benefitted from this activity. The honors group gained by:

a) providing a meaningful tutorial service to other members of their academic community, and
b) generating funds for their organization's expense account.

The developmental studies group gained by:

a) receiving helpful tutorial assistance, and
b) receiving the support of role-model peers.

This practice has contributed to the retention of Black students on a majority white campus in several ways. First, it has provided a means of financial support to a student organization which usually operates on a limited budget in pursuit of vital activities and functions that are rewarding to the Black achiever. Second, it has provided peer tutors for underachievers who may find more motivation in working with role models of their own ethnicity. Third, it has helped to break the barriers which separate two subgroups that are also often isolated from the larger campus population.

Black Student Retention: A Five-Stage Model for Programs You Can Institute Next Year

Sharon White, University of Connecticut, CT
Larri W. Mazon, Fairfield University, CT

#157

The purpose of this presentation was to highlight a comprehensive approach to Black student retention. The presentation was an overview of a five-stage model for collegiate success. Each panelist delivered a talk followed by a discussion of one of the following stages: precollegiate, admissions, orientation, matriculation and postgraduation.

The conferees gained information on ways to plan and implement specific programs which assist in the development of Black student retention initiatives.

The Theoretical Significance of Cognitive Direction and Influencers on Black College Retention

Willie J. Wimberly, Department of Academic Skills,
Hunter College (CUNY), NY

#159

This position paper focused on the role of cognitive operations and how they relate to achievement and the retention of Black college students.

The paper analyzed how cognitive abilities are directed and how influencers contribute to the use of these capacities. The premise

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underlying this position is that the disparity between intellectual achievement amongst Blacks and whites is ostensibly the result of how we use and direct our capacities. The role of influencers occupied a prominent position in the presentation.

It was the contention of the paper that historical and contemporary factors have served as negative impacts on Black achievement. The description and the role of some of these influencers were discussed and analyzed. Examples of how influencers impacted upon slavery and segregation from a historical point of view, the role of poverty, the impact of modern communication and media, and the relevance of the idolized Black athlete or entertainer.

These influencers dictate the amount of cognitive energy that will be extended in order to strive for the mythical pot of gold at the end of the rainbow. Consequently, the inclination and energy to pursue traditional intellectual formalized pursuits are sharply curtailed or reduced. This fosters a number of conditions which inhibit the retention of Black college students.

Networking for Personal and Professional Success

John Jones, Director, Office of Academic Assistance Programs/Assistant Professor, College of Education, University of Missouri, MO
LeVester Tubbs, Vice Chancellor for Student Affairs, University of Central Florida, FL

#160

In 1980 about 12.5% of the teaching force in the United States were minorities. Statistics indicate that by the year 2000, the percentage of minorities in the teaching force could almost be cut in half.

The popularity of the "good ole boys" network has been one which served as a gatekeeper to keep minorities out of jobs in numerous industries. Therefore, "Networking for Personal and Professional Success" analyzed internal and external factors which impact on individual success.

"Networking for Personal and Professional Success" offered ways in which minorities can interact to: (1) help one another, (2) serve as mentors, (3) gain power and solve problems common to our community and the society as a whole. Rewards of networking were also discussed.

A Study of the First Year Experience: Insights and Implications

Sherryl D. Weems, Associate Director, Educational Opportunity Center, University of Buffalo, NY
Marcelle McVorran, SUNY - College at Buffalo, NY
Vanneise Collins, SUNY - College at Buffalo, NY

#161

This presentation represented a combined effort integrating three separate investigations, all of which focus on the retention of

#161 cont'd

freshman African-American students in higher education. These investigations focused on several aspects of the basic question: To what extent do factors defined as socio-political, curricular and organizational, impact the unsatisfactory level of African American freshman survival at four year State University of New York (SUNY) institutions? Those conditions and strategies which positively and/or negatively affect the retention of this population in higher education were emphasized. Specifically, the experiences of freshmen students enrolled in SUNY Educational Opportunity Programs (EOPs) were examined.

The major technique used to collect data for this presentation combined both qualitative and quantitative methodologies. In addition, because considerable time and effort was spent on examining policy and legislation, a significant portion of the data collection was devoted to archival research.

This presentation was significant in that it examined the issue of African American student retention from three distinct perspectives. First, it determined which socio-political factors impact freshman retention. Second, it assessed and analyzed the nature of curricular responses and strategies which are purported to increase retention. Third, it examined the organizational characteristics of the Educational Opportunity Programs which provide support services to African American students.

Fine Arts Programming in Black Cultural Heritage in a Predominantly White College: A Case Study in Town and Gown Cooperation

Earl R. Anderson, Cleveland State University, OH

#162

Research on the role of Black students in predominantly white colleges indicates that a university can respond successfully to the social and cultural needs of such students by providing support programs that (1) recognize their heterogeneous backgrounds, interests and talents; (2) acknowledge the significance of Black cultural heritage and present examples of its contributions to American life; and (3) provide opportunities for Black and white students to interact in a healthy environment, in order to foster professional growth in both groups.

The Minority Artists Residency Program, now in its second year at Cleveland State, is an example of such a support program. During the development of this program, problems in artistic design, funding, and community networking and outreach were faced. Unconventional responses to those problems were attempted and shared in this presentation.

First, the services of a Cleveland-based minority-owned arts management firm were secured. This firm assisted in selecting artists and planning residency activities. Further, the firm led us to a community group interested in promoting Black cultural heritage. In cooperation with this community group, we developed a fundraising

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strategy and a program that included a concert series, combined with education residencies on campus. We were able to link our program with a similar one at Highland Park Community College in Detroit to further reduce costs. The combined package of residencies and concerts was more attractive to artists and arts groups. In the 1986-87 academic year we sponsored five residencies; in 1987-88 we will sponsor eight such residencies.

Is There a Need for Historically Black Colleges?

Joice M. Anderson, Associate Investigator of a Regional Research Project at Lincoln University/Home Economics Instructor, MO

#163

In the 1980's much controversy has been discussed regarding historically Black colleges. Black colleges have suffered severe financial constraints partly due to the lack of funds allocated by their state legislative body.

Some colleges have declared national financial emergencies and national fund-raising drives to make the public more aware of their financial needs. However, most of these Black colleges are still attempting to make ends meet with limited budgets. Some state political figures have argued that these colleges are suffering from a lack of finances because they have mismanaged their budgets. One author stated that Black colleges are facing many problems ----- decrease in resources, near financial bankruptcy, fiscal converservatism, the threat of the Adams litigation to the continued autonomy of Black colleges and the use of standardized test to restrict the access of Black students to postsecondary education. Yet another author candidly stated there is a serious opposition to public Black colleges.

This paper addressed more than a dozen factors which illustrated how historically Black colleges have contributed to our nation as a whole and the world. It also cited past contributions of these Blacks colleges. Future projections of historically Black colleges were also discussed.

Minority Student Access and Retention: A Review

Pamela Christoffel, Research and Development, The College Board, NY

#165

Higher education enrollments fell sharply in 1984 to 11.6 million students, the lowest since 1979. These latest available figures were not expected to improve in 1985 or 1986. Even worse, minority student enrollments are dropping more than white enrollments, with the sole exception of Asian-Americans.

Declining enrollments are a new phenomenon for whites but not for Blacks. Total Black enrollments declined since 1980, while all other

#165 cont'd

minority groups experienced slight increases in number but decreases in proportion (ACE 1985). Nearly 40,000 fewer Blacks were enrolled in 1984 than in 1976, a period of modest enrollment growth for white students. Black males were especially underrepresented in 1984. While white females made us 52.3 percent of total white enrollments, Black females were 59.4 percent of total Black enrollment.

This presentation focused on minority student access and retention at the undergraduate level, but it was important to note that only a part of the problem occurs at this level. Astin (1984) describes the educational pipeline and identified five major "leakage points" where disproportionate numbers of minorities drop out. First, and perhaps the foremost "leak," is the substantial numbers of Blacks, Hispanics, and American Indians who never complete high school. This presentation, however, was concerned with those who drop out of the education system at the next two points: college entry and baccalaureate attainment. The last two transition points identified by Astin were graduate school entry and advanced degree attainment. These last two points were mentioned only briefly.

Minority Curriculum Development: A Comprehensive Approach to Black Student Retention

Malik Simba, Clarion University of Pennsylvania, PA

#168

The purpose of the Minority Curriculum Development Program is based on the realization that we live in a multicultural world which must be reflected in the University curricula. The objectives of the program are consistent with the University's mission "to provide an intellectual and social climate conducive to the fullest development of students."

The presentation described the basic components of the program. These components were 1) to infuse the Afro-American experience into the regular curriculum; 2) to expose students to the multidimensional challenges that intergroup relations present; 3) to develop educational outcomes within disciplines that measure the student's ability to understand and/or apply relevant information that infuses this experience; 4) to provide orientation seminars for first year Black students; 5) to expose these students to dynamic visiting lecturers who address the theme, "The Challenge and Responsibility of being an Afro-American"; and 6) to monitor the academic progress of each regular admit Black student during his/her first two years. The importance of the Minority Curriculum Development Program is that it is a comprehensive approach which addresses the major problems of Black student retention. The program consists of the following components: academic monitoring, counseling, extra-curricula, and intellectual/curriculum.

Recent Trends in Black Student Retention in Higher Education: A Statistical Synthesis

Marvel Lang, Director/Associate Professor, Center for Urban Affairs, Michigan State University, MI

#169

During the past decade, the numbers of Blacks enrolling in and graduating from graduate and professional schools across the country have steadily declined. This has occurred despite the fact that the numbers of Black high school and college dropouts have declined. Nevertheless, the percentage of Black high school graduates enrolling in colleges upon graduation has also declined. It is believed that this results from the increasing inability of Black high school graduates to successfully meet the admission requirements for entering college, and the failure of the public education system to adequately prepare minority students for successful matriculation in higher education.

This presentation examined recent trends of Black student participation in higher education, especially in graduate and professional schools. It also discussed various issues related to the crises in public secondary education, the dilemma created by the integration movement, and how these have impacted on the educational problems of Blacks and other minorities. Several alternative recommendations were presented for establishing institutional programming to address the problems of Black student retention in higher education.

Considerations for the Retention of the International Student

George Stokes, Institute of International Education Program Officer, DC

#170

The focus of this presentation was directed at students from the Third World, especially countries in Africa and the Middle East. There are many issues of consideration that affect the retention of international students. It is important to identify some of these issues and suggest some recommendations for addressing them. Among the more critical issues are cultural background, educational systems, and language preparation.

One of the reasons why some international students find it difficult to adjust to an American institution of higher education is the difference in cultural perspectives one brings, especially in matters of social relations, religious restrictions and deference to authority. Another concern is the educational system one has experienced with reference to methodology, content, level and focus.

Yet another critical issue of concern is the level of English language proficiency the student possesses. Whether the student's secondary school language of instruction was in English or whether the student English as a second language can sometimes make a difference in comprehension.

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Some suggestions included a heightened cultural awareness on the part of faculty and staff at American colleges and universities. The overall goal is to retain the internation student to be programmed for a successful re-entry into the home country world of work.

Recruitment and Retention of Black Student Teacher Education Majors
#171

Cordell Wynn, President - Stillman College, AL

Abstract Not Available

The Challenge to Black Higher Education

Theodore Hemmingway, Professor, History Department
Florida A and M University, FL

#172

Black higher education in America is under fire, confronted with ever-increasing threats to its survival. Within the past two decades, Black colleges and universities have faced the ever-present problems of inflation, limited budgets and escalating salaries. To be certain, these obstacles are part of the historical baggage of traditionally Black colleges which have overcome obstacles through creative and wise leadership, dedication and commitment to the advancement of Black people.

The survival of Black colleges depends upon the credibility they earn in the external evaluative process. Graduates of Black institutions must demonstrate in the future, as they have in the past, racism and discrimination notwithstanding, that when given the opportunity they can perform as well as, or better than, alumni of white institutions. It is imperative that we guarantee this legacy and improve it where possible. Black colleges, then, must reaffirm their legitimacy by fulfilling the purposes for which they were designed. In case anyone has forgotten, the purposes include the transmission, discovery and application of knowledge to community, society and world conditions.

This presentation demonstrated the importance of keeping the doors of the Historically Black Colleges and Universities (HBCU'S). Further, it discussed strategies for developing and maintaining positive images at the HBCU'S.

Outcomes Measures
#173

Edward Morante - NJ Dept. of Higher Education, NJ

Abstract Not Available

Basic Skills and Assessment
#174

Anthony Lutkus - NJ Dept. of Higher Education, NJ

Abstract Not Available

The Budget as an Instrument of Public Policy New Jersey's Statewide Minority Enrollment Initiative: A Case Study

James C. Wallace, New Jersey Department of Higher Education, NJ

#175

The New Jersey Board of Higher Education first endorsed a set of recommendations to address declining minority enrollment in December 1984. The continuing interest and concern of the New Jersey Board of Higher Education peaked with the release of the Fall 1985 enrollment data, which reflected further serious decreases in minority enrollment, including the decrease among Hispanics after years of steady gains. On March 21, 1986, the New Jersey Board of Higher Education adopted six resolutions to implement a new set of policy initiatives to stem further declines in minority enrollment.

James C. Wallace, Assistant Chancellor for Fiscal Affairs in the New Jersey Department of Higher Education, discussed these policy initiatives with particular emphasis on how the budget was utilized to implement them.

The two-and-one-half years since New Jersey's statewide minority enrollment initiative was launched have witnessed growing commitment and concerted efforts throughout the higher education community in the state. Maintaining the momentum of the initiative, and seeing through to implementation of the many individual programs and proposals, is the challenge for the near future. Although recent enrollment data indicate that New Jersey's higher education institutions may have begun to develop more effective recruitment strategies for reaching minority students, successful persistence to graduation remains an issue.

Statewide Outcomes of Remedial Programs

#176

Anthony Lutkus - NJ Dept. of Higher Education, NJ

Abstract Not Available

Minority Recruitment and Retention: Assumptions, Principles, and Design Guides

Lester Brown, Associate Professor, School of Social Work, Wayne State University, MI

#177

This presentation highlighted the factors that have been associated with effective recruitment and retention programs. The assumptions on which they are based, the principles undergirding them, and the design facets used, were covered. One facet, frequently mentioned but not covered in the literature, the meaning and importance of "being available to recruited students," was discussed and highlighted. It was determined that the kinds of concerns brought to mentors by minority students are often the same as those concerns presented by majority students. Life-space interviewing was shown to be an important tool in efforts to retain and ease the passage of students through higher education programs.

Facilitation of Minority Retention Through University-Community Relations

Robert Graham, Extension Program Coordinator, Wayne State University, MI

#178

This presentation described the urban university as a community within a community. Barriers, real and perceived, that exist between the two were identified, and their impact on minority students was discussed. Practices that diminish these barriers and dispel their alienating effects were also discussed.

Effective Retention Practices and Programs for Hispanics.

Azara Santiago-Rivera, Former Director, Center for Chicana-Boricua Studies, Wayne State University, MI

#179

This presentation identified and described effective programs and activities that focus on the retention of Hispanic students at colleges and universities in Michigan. Specific practices that enhance the operations of these programs were highlighted, and the reasons for their success were discussed. Guidelines were presented for developing retention programs to fit the unique circumstances of different types of institutions.

A Model Program for Minority Students: The Post-Baccalaureate Program in Liberal Arts

Julia Simmons, Director, Post-Baccalaureate Program, Wayne State University, MI

#180

This presentation described a unique program at Wayne State University which has been designed to increase the number of underrepresented minorities in the Ph.D. program in certain departments in the Liberal Arts College. The ultimate goal of the program was to increase the number of minorities on college and university faculties. The results of three years of recruiting experience and the progress of students who entered the program during this period were reported.

The Plight of the Black Student in Education

Adelbert Jones, Associate Professor, College of Education, Florida A and M University, FL

#181

The concern for student growth is two-dimensional. The first of these dimensions is the emotional health of learners and the second is the ability of students to reach their full achievement potential.

An analysis of data revealed general and specific trends which showed educational and sociological factors that negatively impacted the education of Blacks. Thus, Black students will be unable to effectively compete in the world of work and will lack skills and abilities to contribute to the well-being of the nation. The only solution to these problems is to develop a plan to harness and marshall all available resources to address the needs of Black

#181 cont'd

students. This presentation suggested ways to effectively educate the Black race.

Teachers Who Pursue "Excellence with Caring" Attitudes in Their Professional Interaction with Students Can Positively Affect Student Retention

Willie T. Williams, Associate Professor, Languages and Literature, Florida A and M University, FL

#182

Today's teachers perform multifaceted roles in their professional interaction with students. How well teachers accept and perform their roles, in both formal and informal learning and/or perception-forming activities with students, is crucial to the success of teacher-student relationships which lay and secure the groundwork for student retention. This presentation explored selected strategies for student retention that are possible (but often overlooked) when teachers pursue "Excellence with Caring" attitudes in their daily contact with students. Teachers who are sensitive to the "real" as opposed to imagined or supposed needs of students are essential to retention efforts on the undergraduate level.

Progression Rates of the 1981 Freshmen Cohort

Barbara W. Milton, Assistant Director for Research, University of the District of Columbia, DC

#183

The progression rates of first-time entering freshmen for a period of four years utilizing the 1981 freshmen cohort were presented.

This study showed the progression rate of continuing freshmen as they attained senior year status in four years. Comparative data (Rogers and Wolfe) showed that approximately 25 percent of freshmen reach senior year status in four.

Maryland Cooperative Study/Work Program

Anna Maria Freed, Morgan State University, MD

#184

The Maryland Cooperative Study/Work Program is a joint effort between an institution of higher education and the business community which provides opportunities for disadvantaged college students to earn money and learn job skills while attending college during the summer months. This three-pronged effort addresses the primary causes for students' withdrawal from college. In this program, students matriculate and reside at the university, taking one or more courses of their choice. Coordinators are provided to counsel and orient students in their dual role, to confer with employers, and to effect a mutually gratifying experience. By providing alternative modalities, the program is structured to meet the specific needs of underprivileged students whose academic and financial problems are pervasive. Further, for a variety of reasons, these students do not

#184 cont'd

have basic job competencies and often cannot benefit from available job opportunities.

Employers have counseling assistance in training entry-level employees in specific areas of skills, attitudes, and behaviors. In addition, they are able to choose employees from a pool of screened, qualified, and highly motivated young people. Employers also take pride in making a concrete civic contribution by providing disadvantaged youth with summer jobs and a chance to attend college, and by offering regular summer school students challenging business and professional work experience.

The University found the program to be an effective recruiting tool, and by providing the summer study/work opportunity for low-income students, it impacted upon the attrition rate. Further, the restrictive financial stipulations of the Higher Education Amendments of 1986 and the new tax laws in the area of student-aid programs resulted in a savings of approximately one thousand ($1,000) dollars per student/per summer. These savings decreased considerably the burden of the Financial Aid Office.

Unique Problems of Black Student Retention at Black Colleges and Universities
#185

James B. Parham - Central State University, OH

Abstract Not Available

CONCURRENT SESSIONS FACILITATORS

Coordinator, Dr. Anne Gayles

CONCURRENT SESSION I
Monday 1:00p.m.-3:30p.m.

James Anderson
William Anderson
Rosa Bradley
Joyce Conoly-Simmons
Warren King
Ozzie Ritchey
Ann Taylor

CONCURRENT SESSION II
Tuesday 8:30a.m.-10:30a.m.

Robert Belle
Dennard Clendenin
William Green
Alexander Lewis, Jr.
Cheryl A. Mobley
Girtha Reed
Beatrice Tignor

CONCURRENT SESSION III
Tuesday 11:00a.m.-12:30p.m.

Judith Goodman
Viola Gray
Barry Millett
Delores Stamps
Theodore Taylor
Sarah Wilder

CONCURRENT SESSION IV
Tuesday 3:00p.m.-5:00p.m.

Frank Dobson
Elaine Dowell
Marvel Lang
Frederick Morgan
Charles Stephens
Roslyn Sykes

CONCURRENT SESSION V
Wednesday 11:00a.m.-12:30p.m.

Wanda Nelson
Alphonse Novels
Ronald Pechauer
Martha Pinkston
Joyce Sheats

CONFERENCE STATISTICS

Total Number of Participants:	410
Total Number of States (including District of Columbia):	33
Total Number of Black Colleges and Universities Represented:	35
Student Participation:	
Total number of students	9
Total number of institutions represented	7
Total number of states represented	5
Number of Participants by Type of Affiliation:	
from Historically Black Colleges and Univ's	81
" non-Historically Black College and Univ's	271
" corporations/businesses/foundations	9
" educational organizations/agencies	31
" municipal/state/federal government	4
" no information	14
Number of Participants by Types of Postsecondary Institutions:	
from four-year institutions	303
" two-year institutions	37
" technical institutions	7
" professional schools (e.g., med., law)	4
States with Highest Number of Participants:	
Florida	69
New Jersey	39
New York	36
Pennsylvania	26
California	23
Data on Concurrent Sessions:	
Number of papers	95
Number of presenters	113
Number of states represented by presenters	26

CONFERENCE EVALUATION

As is shown below "X" represents aggregate ranking scores for each item. The ranking value is based on a four-point scale ranging from poor to excellent.

	RANKING ORDER		
ITEMS	Fair	Good	Excellent
CONFERENCE ORGANIZATION			
Preconference Information		X	
Registration		X	
Appropriateness			X
Flow		X	
Structure		X	
Quality		X	
Usefulness of Book			X
Information Exchange			X
Conference Materials		X	
Conference Dates		X	
Length		X	
SPECIAL ACTIVITIES			
TableTopics		X	
Strategic Learning Systems		X	
Student Session(s)		X	
Publications		X	
Thirteen College Curriculum Group		X	
Panel		X	
Vendors		X	

EVALUATION cont'd

	Fair	Good	Excellent
FACILITIES/ACCOMODATIONS			
Hotel Facilities			X
* Hotel Personnel Courtesy		X	X
* Hotel Service		X	X
Conference Site		X	
Conference Accomodations		X	
Conference Food Service		X	

*** Statistics were the same or one point different (+ or -).**

PROGRAM PARTICIPANT ROSTER

Participant/State	Day	Time	Location
Aaron, Melvin (CA)	Sunday	7:00PM	Regency Ballroom
	Tuesday	12:45PM	Regency Ballroom
Alford, Bonnie (LA)	Monday	1:00PM	Regency V
Anderson, Alonzo (CA)	Monday	1:00PM	Garrison Suite
Anderson, Earl (OH)	Sunday	7:00PM	Regency Ballroom
	Tuesday	11:00AM	Buccaneer C-D
Anderson, James (PA)	Sunday	7:00PM	Regency Ballroom
	Monday	1:00PM	Regency VII
	Wednesday	12:45PM	Regency Ballroom
Anderson, Joice (MO)	Tuesday	8:30AM	Regency VI
Anderson, William (MN)	Tuesday	8:30AM	Regency III
Armah, Kwahu (NJ)	Tuesday	11:00AM	Regency VI
Arnold, Alberta (NY)	Tuesday	3:00PM	Regency VI
Arrington, Don (IN)	Monday	1:00PM	Regency VI
Banks, James (WI)	Monday	1:00PM	Buccaneer C-D
Baxter, Bernice (NY)	Tuesday	3:00PM	Regency VI
Bellamy, Everett (DC)	Tuesday	8:30AM	Buccaneer C-D
Belle, Robert (FL)	Tuesday	8:30AM	Buccaneer B
Bennett, Rebecca (NY)	Tuesday	3:00PM	Buccaneer B
Benns, Ruth (MD)	Tuesday	11:00AM	Regency VI
Bradley, Rosa (NY)	Monday	1:00PM	Regency VI
Brantley, Helen (SC)	Sunday	7:00PM	Regency Room
	Tuesday	8:30AM	Regency Room V
Brittain, John (CT)	Tuesday	3:00PM	Regency VII
Brooks, Yolanda (OH)	Sunday	7:00PM	Regency Ballroom
	Monday	1:00PM	Garrison Suite
Brown, Lester (MI)	Tuesday	3:00PM	Buccaneer C-D
	Wednesday	11:00AM	Regency VI

Participant/State	Day	Time	Location
Brown, Lisa (OH)	Monday	1:00PM	Regency III
Brown, Mary (MD)	Wednesday	11:00AM	Regency III
Brown, Shirley (MD)	Monday	1:00PM	Regency VI
Brown, Willie L. (CA)	Tuesday	12:45PM	Regency Ballroom
Bryson, Seymour (IL)	Tuesday	3:00PM	Regency V
Burroughs, Louise (PA)	Sunday	7:00PM	Regency Ballroom
	Wednesday	11:00AM	Regency III
Carter, Glenda (LA)	Wednesday	11:00AM	Regency V
Chambers, Mary (SC)	Sunday	7:00PM	Regency Room
	Tuesday	8:30AM	Regency V
Chrisman, Bruce (IL)	Tuesday	8:30AM	Buccaneer C-D
Christoffel, Pamela (NY)	Monday	1:00PM	Regency V
Clendenin, Dennard (CA)	Tuesday	8:30AM	Regency VII
Coatie, Robert (KY)	Monday	1:00PM	Regency VII
Collins, Vanneise (NY)	Tuesday	8:30AM	Regency III
Conoly-Simmons, Joyce(NY)	Monday	1:00PM	Regency III
Cox, Gary (KY)	Tuesday	8:30AM	Regency VI
Cox, William E. (VA)	Wednesday	8:30AM	Regency Ballroom
Credle, Joann (PA)	Monday	1:00PM	Garrison Suite
Crider, Tyrone (OH)	Monday	9:00AM	Regency Ballroom
	Tuesday	12:45PM	Regency Ballroom
	Wednesday	12:45PM	Regency Ballroom
Darity, Evangeline(MA)	Tuesday	11:00AM	Buccaneer B
		3:00PM	Regency VII
Davis, Mack III (FL)	Tuesday	3:00PM	Regency VII
Davis, Melvin (AL)	Wednesday	11:00AM	Regency III
Davis, Ron (NY)	Sunday	7:00PM	Regency Ballroom
DeBoy, James (PA)	Tuesday	8:30AM	Regency VII
Dillard, Diane (OH)	Tuesday	8:30AM	Buccaneer B

Participant/State	Day	Time	Location
Dobson, Frank (OH)	Monday	1:00PM	Garrison Suite
	Tuesday	3:00PM	Regency VI
Dowell, Elaine (MI)	Tuesday	3:00PM	Regency VII
Echols, Dorothy (NJ)	Sunday	7:00PM	Regency Ballroom
	Wednesday	11:00AM	Regency VI
Emerson, Barbara (NY)	Monday	1:00PM	Regency III
Fairbanks, Anthony (TX)	Wednesday	8:30AM	Regency Ballroom
Farris, Vera King (NJ)	Wednesday	12:45PM	Regency Ballroom
Fitts, Jean (NJ)	Monday	1:00PM	Regency VII
Follain-Grisell, Vera(DC)	Wednesday	11:00AM	Buccaneer C-D
Ford, Clinita A. (FL)	Wednesday	8:30AM	Regency Ballroom
		12:45PM	Regency Ballroom
	Monday	9:00AM	Regency Ballroom
		8:00PM	Regency VI
	Tuesday	12:45PM	Regency Ballroom
Foreman, Farrell (CA)	Monday	1:00PM	Garrison Suite
Freed, Ann (MD)	Monday	1:00PM	Regency V
Fryar, Imani (NY)	Sunday	7:00PM	Regency Ballroom
	Tuesday	3:00PM	Buccaneer B
Garcia, Milogras (NY)	Tuesday	3:00PM	Regency VI
Gayles, Anne (FL)	Sunday	7:00PM	Regency Ballroom
Girves, Jean (IL)	Monday	1:00PM	Garrison Suite
Giles-Gee, Helen (MD)	Wednesday	11:00AM	Buccaneer C-D
Goodman, Judith (MI)	Tuesday	11:00AM	Regency V
Gordon, Fannie (NJ)	Monday	1:00PM	Regency III
Graham, Robert (MI)	Tuesday	3:00PM	Buccaneer C-D
Gray, Sharon (MA)	Tuesday	11:00AM	Regency V
Gray, Viola (IL)	Tuesday	11:00AM	Regency VII
Green, Bernard (GA)	Monday	1:00PM	Regency VI
Green, William (MN)	Tuesday	8:30AM	Garrison Suite

Participant/State	Day	Time	Location
Hamlen, Bard (MA)	Tuesday	8:30AM	Garrison Suite
Hammond, Lynn (CA)	Tuesday	8:30AM	Regency V
Hammonds-Smith,M.Maxine(TX)	Tuesday	11:00AM	Garrison Suite
Hampton, Logan, Jr.(TX)	Tuesday	3:00PM	Regency VI
Hardy, Dorothy (MO)	Tuesday	11:00AM	Regency V
Harvey, William	Wednesday	11:00AM	Regency VII
Haynes, Barbara (IL)	Sunday	7:00PM	Regency Ballroom
	Monday	1:00PM	Buccaneer C-1
Hemmingway, Theodore(FL)	Tuesday	8:30AM	Regency VII
Hence, Arnold (NJ)	Sunday	7:00PM	Regency Ballroom
	Monday	1:00PM	Regency III
Herring, Eugene (FL)	Monday	4:00PM	Regency V
		8:00PM	Regency V
Hogan, James Jr. (CT)	Tuesday	3:00PM	Regency VII
Hollander, T. Edward(NJ)	Monday	9:00AM	Regency Ballroom
Humphries, Frederick S.(FL)	Monday	9:00AM	Regency Ballroom
	Tuesday	12:45PM	Regency Ballroom
	Wednesday	12:45PM	Regency Ballroom
Hunter, Chrystal (CT)	Tuesday	3:00PM	Regency VI
Jack, Lenus Jr. (LA)	Sunday	7:00PM	Regency Ballroom
	Tuesday	8:30PM	Garrison Suite
Jackson, Maurice J. (FL)	Monday	9:00AM	Regency Ballroom
Jeremiah, Milford (MD)	Tuesday	8:30AM	Regency V
Jimenez, Frank (CA)	Tuesday	11:00AM	Garrison Suite
Johnson, A. Lee (NY)	Monday	4:00PM	Regency II
		8:00PM	Regency II
Johnson, Hymon (CA)	Tuesday	3:00PM	Regency V
Johnson, Joy (VA)	Tuesday	8:30AM	Regency III
Jones, Adelbert (FL)	Tuesday	3:00PM	Buccaneer B
Jones, John (MD)	Wednesday	11:00AM	Regency VII

Participant/State	Day	Time	Location
Joslyn, Richard (PA)	Monday	1:00PM	Regency V
Kelly, Evelyn (SD)	Sunday	7:00PM	Regency Ballroom
	Tuesday	11:00AM	Regency VII
King, Gwendolyn (FL)	Sunday	7:00PM	Regency Ballroom
King, Warren (NY)	Monday	1:00PM	Regency V
Konecko, Cindy (PA)	Monday	1:00PM	Regency V
Kyser, Carol (AL)	Monday	1:00PM	Buccaneer C-D
Lang, Marvel (MI)	Monday	1:00PM	Regency V
		8:00PM	Regency VI
	Tuesday	3:00PM	Garrison Suite
Lattimore, Carolyn (NC)	Sunday	7:00PM	Regency Ballroom
Levi, Walter (MD)	Monday	1:00PM	Buccaneer C-D
Lewis, Jr., Alexander (SC)	Tuesday	8:30AM	Buccaneer C-D
Lundy, Harold (LA)	Tuesday	3:00PM	Buccaneer B
Lutkus, Anthony (NJ)	Monday	1:00PM	Regency III
	Tuesday	11:00AM	Regency VII
May, Ruth (CA)	Sunday	7:00PM	Regency Ballroom
	Tuesday	8:30AM	Buccaneer B
MacFarlane, Ramon (DC)	Tuesday	8:30AM	Buccaneer C-D
Mackey, Paula (FL)	Wednesday	11:00AM	Regency V
Macklin, Faye (LA)	Sunday	7:00PM	Regency Ballroom
	Tuesday	11:00AM	Regency VI
Mazon, Larri (CT)	Tuesday	3:00PM	Regency VI
McVorran, Marcelle (NY)	Tuesday	8:30AM	Regency III
Miller, Flora (NY)	Tuesday	3:00PM	Regency VI
Miller, Howard (NY)	Monday	1:00PM	Buccaneer B
Millett, Barry (NJ)	Tuesday	11:00AM	Buccaneer C-D
Milton, Barbara (DC)	Tuesday	11:00AM	Buccaneer C-D
Mobley, Cheryl (FL)	Tuesday	8:30AM	Regency III

Participant/State	Day	Time	Location
Moore, William (TX)	Sunday	7:00PM	Regency Ballroom
Morante, Edward (NJ)	Tuesday	8:30AM	Garrison Suite
Morgan, Frederick (FL)	Tuesday	3:00PM	Regency V
Nelson, Wanda (IL)	Wednesday	11:00AM	Regency VII
Noble, Rosie (CT)	Tuesday	3:00PM	Regency VII
Novels, Alphonse (PA)	Wednesday	11:00AM	Regency VI
Oliver, John (NY)	Wednesday	11:00AM	Regency VI
Parham, James (OH)	Sunday Monday	7:00PM 1:00PM	Regency Ballroom Regency VII
Perdue, Bobbie (NJ)	Tuesday	11:00AM	Regency VI
Perkins, Donnie (CT)	Monday	1:00PM	Regency VII
Peterson, Roy (KY)	Tuesday	8:30AM	Regency VI
Peachauer, Ronald (MN)	Wednesday	11:00AM	Regency V
Pickens, Ernest (FL)	Sunday Tuesday	7:00PM 3:00PM	Regency Ballroom Garrison Suite
Pinkston, Martha (FL)	Wednesday	11:00AM	Bucçaneer C-D
Poats, Lillian (TX)	Tuesday	11:00AM	Garrison Suite
Pope, James (NY)	Sunday Tuesday	7:00PM 3:00PM	Regency Ballroom Garrison Suite
Quarry, Nesta (NY)	Tuesday	3:00PM	Regency V
Reed, Charlie (FL)	Monday	9:00AM	Regency Ballroom
Reed, Girtha (WA)	Tuesday	8:30AM	Regency VI
Rembert, Gloria (MA)	Tuesday	11:00AM	Regency V
Rice, Mitchell (LA)	Monday	1:00PM	Regency V
Rice, Muriel (TN)	Monday	1:00PM	Buccaneer C-D
Richards, Ina (NY)	Tuesday	3:00PM	Garrison Suite
Riggs, Cynthia (NJ)	Sunday	7:00PM	Regency Ballroom
Ritchey, Ozzie (FL)	Monday	1:00PM	Garrison Suite

Participant/State	Day	Time	Location
Rivers, Christina (CA)	Wednesday	11:00AM	Regency V
Rodgers, Shielda (MD)	Tuesday	8:30AM	Buccaneer B
Sailes, Gary (DE)	Sunday	7:00PM	Regency Ballroom
	Wednesday	11:00AM	Regency VII
Sanders, Isaac (NY)	Wednesday	8:30AM	Regency Ballroom
Santiago-Rivera, Azara (MI)	Tuesday	3:00PM	Buccaneer C-D
Scott, Marietta (CA)	Sunday	7:00PM	Regency Ballroom
	Wednesday	11:00AM	Buccaneer C-D
Scott, Otis (CA)	Tuesday	8:30AM	Buccaneer C-D
Shannon, Vanessa (MA)	Sunday	7:00PM	Regency Ballroom
	Tuesday	8:30AM	Regency III
Sheats, Joyce (GA)	Wednesday	11:00AM	Regency III
Shelton, Lillie (FL)	Wednesday	3:00PM	Regency V
Shepherd, Linda (AL)	Monday	1:00PM	Buccaneer C-D
Simba, Malik (PA)	Tuesday	11:00AM	Buccaneer B
Simmons, Julia (MI)	Tuesday	3:00PM	Buccaneer C-D
Simon, H. Fred (CT)	Tuesday	3:00PM	Regency VII
Small, Donald (SC)	Sunday	7:00PM	Regency Ballroom
	Tuesday	8:30AM	Regency V
Smalls, Mary (SC)	Tuesday	8:30AM	Regency VII
Smith, Marva (LA)	Tuesday	8:30AM	Garrison Suite
Smith, Melvin (VA)	Sunday	7:00PM	Regency Ballroom
Smith, Shauna (FL)	Sunday	7:00PM	Regency Ballroom
Spangler, Lucinda (KY)	Tuesday	8:30AM	Regency VI
Stamps, Delores (MS)	Monday	1:00PM	Buccaneer B
	Tuesday	11:00AM	Regency VI
	Wednesday	12:45PM	Regency Ballroom
Stanley, Barbara (NY)	Tuesday	3:00PM	Regency VI
Stephens, Charles (OH)	Tuesday	3:00PM	Buccaneer C-D

Participant/State	Day	Time	Location
Stephens, Hollie (NJ)	Wednesday	11:00AM	Regency VI
Stewart, Gregory (OH)	Tuesday	11:00AM	Garrison Suite
	Wednesday	11:00AM	Regency VII
Stokes, George (DC)	Tuesday	8:30AM	Buccaneer B
Sykes, Rosyln (IL)	Tuesday	3:00PM	Buccaneer B
Taylor, Ann (FL)	Monday	1:00PM	Buccaneer C-D
Taylor, Theodore (FL)	Tuesday	11:00AM	Buccaneer B
Tignor, Beatrice (MD)	Tuesday	8:30AM	Regency V
Thompson, William (DC)	Sunday	7:00PM	Regency Ballroom
	Wednesday	8:30AM	Regency Ballroom
Tomblin, Jimmy (IL)	Tuesday	3:00PM	Garrison Suite
Tomlinson, Louise (GA)	Sunday	7:00PM	Regency Ballroom
	Tuesday	11:00AM	Buccaneer C-D
Tribble, Israel (FL)	Wednesday	8:30AM	Regency Ballroom
Tubbs, LeVester (FL)	Wednesday	11:00AM	Regency VII
Voss, David (FL)	Sunday	7:00PM	Regency Ballroom
Wachs, Peter (TN)	Sunday	7:00PM	Regency Ballroom
	Monday	1:00PM	Buccaneer C-D
Wallace, James (NJ)	Monday	1:00PM	Buccaneer B
Wanton, Eva C. (FL)	Sunday	7:00PM	Regency Ballroom
	Wednesday	8:30AM	Regency Ballroom
Watson, Dennis (NY)	Monday	4:00PM	Regency V
		8:00PM	Regency V
Webb, Farrell (NY)	Monday	1:00PM	Buccanneer B
Weems, Sherryl (NY)	Tuesday	8:30AM	Regency III
White, Sharon (CT)	Tuesday	3:00PM	Regency VI
Wilder, Sarah (OH)	Tuesday	11:00AM	Garrison Suite
Wilson, David (NJ)	Wednesday	8:30AM	Regency Ballroom
Wilson, Linda (KY)	Monday	1:00PM	Regency VII

Participant/State	Day	Time	Location
Wilson, John (OH)	Tuesday	3:00PM	Garrison Suite
Williams, Donald Sr. (MI)	Tuesday	11:00AM	Buccaneer B
Williams, Lea (NY)	Wednesday	11:00AM	Regency VII
Williams, Willie (FL)	Sunday Tuesday	7:00PM 3:00PM	Regency Ballroom Regency V
Wimberly, Willie (NY)	Tuesday	8:30AM 3:00PM	Regency VII Regency VI
Woods, Korla (UT)	Tuesday	8:30AM	Regency V
Wynn, Cordell (AL)	Monday	1:00PM	Regency VI
Yates, Rose (AL)	Sunday Monday	7:00PM 1:00PM	Regency Ballroom Regency VI

CONFERENCE ATTENDEES

NAME	AFFILIATION	STATE
Aaron, Melvin	University of California-Irvine	California
Adams, Lee	California State Coll.-Bakerfield	California
Adams, Myrtle	Tuskegee University	Alabama
Adkins, Martha	St.Petersburg Junior College	Florida
Affleck, Arthur	The College Board	Georgia
Alford, Bonnie	Louisiana State University	Louisiana
Allen, Deborah	Kean College of New Jersey	New Jersey
Allen, William	Ohio University	Ohio
Anderson, Alonzo	Univ. of California-San Diego	California
Anderson, Earl	Cleveland State University	Ohio
Anderson, James	Indiana University of PA	Pennsylvania
Anderson, Joice	Lincoln University	Missouri
Anderson, Loretta	University of South Florida	Florida
Anderson, William	Metropolitan State University	Minnesota
Andrews, Archie	University of Michigan	Michigan
Armah, Kwaku	NJ Department of Higher Educ.	New Jersey
Arrington, Don	Indiana University	Indiana
Atkinson, Lewis	Delaware Technical Comm. College	Delaware
Atkinson, Vivian	Brookdale Community College	New Jersey
Austin, Delores	Univ. of California-Santa Barbara	California
Austin, Walter	Southern Univ. at New Orleans	Louisiana
Avery, Earl	Bentley College	Massachusetts
Baldwin, Samuel	Clark College	Georgia
Banks, Sarah	Temple University	Pennsylvania
Bankston, Lahugh**		
Barnes, Benita	Western Michigan University	Michigan
Bartley, Melinda	Southern Univ. at New Orleans	Louisiana
Baxter, Bernice	Hunter College - (CUNY)	New York
Bell, James	Miami University	Ohio
Bell, Thornton	Pacific Northwest Bell	Washington
Bellamy, Everett	Georgetown Univ. Law Center	DC
Bellamy, Ivory	University of Miami	Florida
Belle, Robert	University of Central Florida	Florida
Bennett, Dale	Pasco Hernando Community College	Florida
Benns, Ruth	University of Maryland	Maryland
Benton, Thelma	University of South Florida	Florida
Blake, JoAnn	Prairie View A&M University	Texas
Bradley, Rosa Mae	Medgar Evers College	New York
Branch, Elizabeth	Prairie View A&M University	Texas
Brantley, Helen	South Carolina State College	South Carolina
Brewer, Gloria	Douglass College/Rutgers Univ.	New Jersey
Bridges, Audley	Kean College of New Jersey	New Jersey

** NO INFORMATION

Brown, Alexander	Prairie View A&M University	Texas
Brown, Lester	Wayne State University	Michigan
Brown, Lisa	University of Akron	Ohio
Brown, Mary	Prince George's Comm. College	Maryland
Brown, Sharon A.	Lehigh University	Pennsylvania
Brown, Shirley Vining	University of Maryland	Maryland
Brown, Terrance	University of Michigan	Michigan
Brown, Willie	The State Capitol	California
Bryson, Seymour	Southern Illinois University	Illinois
Buckner, Dilla	Clark College	Georgia
Bullock, Bryon	James Madison University	Virginia
Burroughs, Louise	Lincoln University	Pennsylvania
Burton, Yvonne	Montclair State College	New Jersey
Carter, Danny	Valdosta State College	Georgia
Carter, Glenda	Grambling State University	Louisiana
Carter, James**		Georgia
Carter, Kermit	Oakwood College	Alabama
Chadwell, John	Jarvis Christian College	Texas
Chambers, Mary	South Carolina State College	South Carolina
Chrisman, Bruce	Southern Illinois University	Illinois
Christoffel, Pamela	The College Board	Maryland
Cian, Claudia	Morehouse School of Medicine	Georgia
Clark, Deidre	State University of New York	New York
Clendenin, Dennard	Univ. of California-San Diego	California
Coatie, Robert	University of Louisville	Kentucky
Collins, Kathleen	Univ. of Illinois at Chicago	Illinois
Collins, Vanneise	Buffalo State College	New York
Collison, Michele	Chronicle of Higher Educ.	DC
Conoly-Simmons, Joyce	The City College-New York	New York
Conyers, James	Middlesex County College	New Jersey
Cooper, Jeffery	University of Georgia	Georgia
Cox, Gary	KY Council on Higher Educ.	Kentucky
Cox, William**		
Craig, Dejuaii	Pennsylvania State College	Pennsylvania
Craig, Marjorie	San Jose State University	California
Credle, JoAnn	Indiana University of PA	Pennsylvania
Crew, Edith	State System of Higher Educ.	Pennsylvania
Crider, Tyrone	Central State University	Ohio
Crisler, Johnny	Hinds Jr. College District	Mississippi
Cuervo, Graciela	Florida A&M University	Florida
Darity, Evangeline	Mount Holyoke College	Massachusetts
Davis, Donald	Glassboro State College	New Jersey
Davis, Jacqueline	State University of New York	New York
Davis, Mack	University of South Florida	Florida
Davis, Melvin	Human Resources Services	Alabama
Davis, William	Rutgers University	New Jersey
Dawkins, Nora	Miami-Dade Commmunity College	Florida
Day, Linda	Mississippi Valley State Univ.	Mississippi
DeBoy, James	Lincoln University	Pennsylvania
Dillard, Diane	Cleveland State University	Ohio

Doane-Clark, Elizabeth	Univ. of MD- Eastern Shore	Maryland
Dobson, Frank	Wright State University	Ohio
Donaldson, Dorran	Voorhes College	South Carolina
Dorsey-Gaines, Catherine	Kean College of New Jersey	New Jersey
Dowell, Elaine	University of Michigan-Dearborn	Michigan
Downs, Raymond	Morgan State University	Maryland
Durgan, Ira	Selma University	Alabama
Dye, Raymond	SUNY - Binghamton	New York
Early, Diane	Florida A&M University	Florida
Echols, Dorothy	Ramapo College of New Jersey	New Jersey
Edwards, Lorraine	Fairleigh Dickinson University	New Jersey
Edwards, Rebecca	Eastern Kentucky University	Kentucky
Edwards, Runae	Niagara University	New York
Edwards, William	Rutgers University	New Jersey
Ellis, Bruce	Pennsylvania State University	Pennsylvania
Ellison, Henry	Florida A&M University	Florida
Emerson, Barbara	Queens College	New York
Epps, Pamela	Emerson University	Georgia
Evans, Jack	Southwestern Christian College	Texas
Fairbanks, Anthony	Council Career Dept. for Minority	Texas
Falu', Georgina	Old Westbury College - SUNY	New York
Farris, Vera King	Richard Stockton State Coll.	New Jersey
Findley, Lynette	Eastern Michigan University	Michigan
Fitts, Jean	NJ Dept. of Higher Education	New Jersey
Ford, Clinita A.	Florida A&M University	Florida
Foreman, Farrell	Univ. of California-San Diego	California
Freeman, Yvonne	NASA	DC
Fresh, Frederick	Clark College	Georgia
Fryar, Imani Lillie	Empire State College	New York
Fuller, Vivian	Indiana University of PA	Pennsylvania
Fuller, William	Angelo State University	Texas
Gadson, Melvin	Winton-Salem State University	North Carolina
Gaertner, Rosemary	Southern Illinois University	Illinois
Gaffney, Charles	Univ. of District of Columbia	DC
Garcia, Milagros	Hunter College	New York
Gayles, Anne R.	Florida A&M University	Florida
Geoghagen, Locksley	California Poly State Univ.	California
Geter, Leroy	California State Univ.-Northridge	California
Giles-Gee, Helen	Towson State University	Maryland
Girves, Jean	University of Illinois	Illinois
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